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CAPE OF GOOD HOPE.

DEPARTMENT OF PUBLIC EDUCATION.

REPORT

OF THE

SUPERINTENDENT-GENERAL

OF

EDUCATION,

FOR THE YEAR ENDING 30TH SEPTEMBER,

1905.

Presented to both Houses of Parliament by Command of His Excellency the Governor
1906.

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CAPE OF GOOD HOPE.

DEPARTMENT OF PUBLIC EDUCATION.

Report of the Superintendent - General of Education for the Year ending 30th September, 1905.

Presented to both Houses of Parliament by Command of His Excellency the Governor.
1906.

Department of Public Education,
Cape Town, 2nd April, 1906.

TO THE HONOURABLE THE COLONIAL SECRETARY.

SIR.—I have the honour to submit to you this my report on the work of the Education Department for the year 1905. My last report covered the year ending 30th June, 1904; the present report in most respects deals with the position up to 30th September, 1905, the latest date up to which it is possible to prepare the chief inspection statistics; but under two important headings, viz., the School Board Act and High Schools, it has been found both desirable and possible to go beyond that limit. In the case of the application of the new Act, the record of work is brought practically up to date; and as regards High Schools, it has been found convenient to survey the position as at the end of the Fourth Quarter, 1905, at which date they had all been inspected.*

I. ADMINISTRATION.

SCHOOL BOARD ACT.—The promulgation of the School Board Act on 8th June, 1905, marks the beginning of a new chapter in the history of education in the Colony. Although great benefit may be expected ultimately to accrue from the machinery provided by the new measure, it is hoped that the spirit of voluntary effort, on which the old system of educational administration was founded, will not be allowed to die. The success of the new Act will depend largely on the capacity and energy of the secretaries of the school boards in the various districts, but even more on the public spirit of the members.

The work of dividing the Colony into school districts has been effected rapidly and smoothly.

The table published at the end of this part of my report gives full details regarding the constitution of school districts and boards. The contents may be thus summarised:—

1. No. of fiscal divisions with one board for whole fiscal division	60
2. No. of fiscal divisions with two divisional boards ...	6
3. No. of fiscal divisions with three divisional boards ...	1
4. No. of fiscal divisions with one municipal and one divisional board	7
5. No. of fiscal divisions with one municipal, one divisional and one magisterial board	1
6. No. of fiscal divisions with two magisterial boards ...	2
7. No. of fiscal divisions with three magisterial boards ...	1
8. No. of fiscal divisions with two magisterial and one municipal board	1
9. No. of fiscal divisions with municipal board only ...	1
Total number of fiscal divisions	80

It is thus seen that in the eighty fiscal divisions forming the Colony Proper we have:—

83 Divisional School Districts.
10 Magisterial School Districts.
10 Municipal School Districts.

Contested elections have taken place in 37 cases, and two boards still remain to be formed. Of the 103 school districts into which the Colony has been divided, 100 boards have already met for the first time.

Brief general instructions, and a first set of regulations dealing chiefly with the transfer of existing schools and procedure have been issued. These will need to be supplemented later on by additional regulations in regard to finance and compulsory education. For the convenience of the public the Act and the regulations dealing with elections (both of boards and committees) have been published as a Departmental Pamphlet (No. 20).

INSPECTORATE.—In regard to the Inspectorate, the final step in the scheme of rearrangement referred to in the last report was taken on the 1st July, 1904, when Mr. George C. Grant, M.A., Principal of the Boys' High School, Grahamstown, was appointed to the Circuit embracing Prieska and the neighbouring Divisions. Further changes in the personnel were brought about by Inspectors Hagen, Macleod, and McLaren going on leave. Mr. Macleod unfortunately has had to take extended leave on grounds of ill-health. To act for these officers the Department secured the services of Mr. W. P. Bond, M.A. (formerly Principal of the Burghersdorp First Class Public School), Mr. Nicholas Porter, M.A. (late Principal of the Kokstad Public School), and Mr. Gilbert M. Robinson, B.A., who was at one time Principal of the Malmesbury Public School.

From the point of view of school-work probably the most important events in the period under review were the appointment of two Drawing Instructors and an Instructress in Domestic Economy, Through the good offices of Mr. Augustus Spencer, Principal of the Royal College of Art, the services of Mr. Walter W. Rawson, A.R.C.A., were secured in July, 1904. Mr. Rawson has already been able to accomplish much in placing instruction in Drawing on a sound basis. He has drawn up an entirely fresh syllabus of work

for the schools, and has also remodelled the lines of the annual examinations. A year later, Mr. H. Christie Smith, A.R.C.A., joined the Department as Mr. Rawson's coadjutor in the Eastern Province.

For a considerable time past the need to methodize and develop such instruction as is given in Domestic Economy in the schools under the Department had been acutely felt. The appointment of a qualified instructress was entrusted to the Education Committee of the South African Colonization Society, and as a result Miss Mary Hervey nominated Miss M. C. MacIver. Miss MacIver took up her duties in July, 1904, and there will be found in the First Annexure to my report a record of her work and an account of the present position of her subject in the Department's schools.

STAFF.—In the Office the year has not passed without an important change. Mr. A. J. Kuys, Accounting Officer, to whose zealous service testimony is gladly borne, retired on pension after forty-five years of Government service. Mr. Kuys carries with him the best wishes of all his colleagues. Mr. J. Spyker has been appointed to act in his place.

I have to record that after the passage of the School Board Act through both Houses of Parliament, the Government granted me six months' leave of absence. On the 19th July, 1905, I left the Colony on my homeward trip, and Mr. Charles Murray, M.A., Secretary to the Department, was appointed to act in my absence.

TEXT-BOOKS.—An important contribution has been made to South African science by the publication during the year of "An Introduction to the Geology of Cape Colony." Mr. A. W. Rogers, M.A., F.G.S., Director of the Geological Survey, is the author of the text-book, and Messrs. Longmans are the publishers. The Department has taken a special interest in the undertaking, and it is hoped that the volume now referred to will be the first of a series. Botany, which hitherto has been provided for by an adaptation of an English text-book, will be the subject of the next treatise, and the preparation of an introduction to this science, based on South African conditions, and specially written for the Colony, is now in hand. It is also deserving of notice that a valuable addition to the means of geographical teaching has been made by the publication of an excellent physical map of South Africa.

II. SUPPLY OF SCHOOLS.

NEW SCHOOLS.—The year ending 30th September last has been one of great activity in the founding of schools. The net gain in new schools is 297. In the previous twelve months the increase was 182, and it will therefore be seen that development has been proceeding at an accelerated pace. It will be of interest to give here in tabular form the figures for the last two years, and also the corresponding figures for the year ending 30th September, 1899, a date preceding by a few days the outbreak of the war, as that year remained for a considerable period the high-water mark of educational activity in Cape Colony.

Date.	Number of Schools.	Increase on previous Year.
Outbreak of War (11th October, 1899) ...	2,674	132
30th September, 1904	2,801	182
30th September, 1905	3,098	297.

During the year under review the growth from quarter to quarter has been consistently good. The distribution of the 297 additional schools over the four sessions is shown in the appended table:—

Fourth Quarter (1904)	...	...	41
First Quarter (1905)	...	...	86
Second Quarter (1905)	...	...	72
Third Quarter (1905)	...	...	98.

When we come to consider the increase in schools in the Colony Proper and in the Native Territories separately, we find that, as was the case last year, almost three out of every four new schools fall to the Colony. The actual figures are:—

	3rd. Quarter, 1904.	1905.	Increase.	Rate of Increase.
Colony Proper ...	2,080	2,313	233	11·2 per cent.
Native Territories ...	721	785	64	8·9 „
Total ...	2,801	3,098	297.	10·6

War was followed by a long drought of unusual severity, and, as the schools for European children were more adversely affected by these calamities than the schools for coloured children, the division of the total increase between the two classes of school deserves special attention. At the end of the previous statistical year (30th June, 1904) there was still a deficiency of 135 in the number of schools for white children as compared with the number in 1899. This deficiency has now been more than made good, and to-day the number of white schools in operation exceeds by 130 the maximum number before the war. It is worthy of note that since March, 1902, when the number of white schools was at its lowest, no fewer than 484 schools for white children have been opened. The comparative statistics for white schools and coloured schools are given in the following table:—

		Increase on previous year.			
		1904.	1905.	1905.	1904.
White Schools	...	1,479	1,689	210	127
Coloured Schools	...	1,322	1,409	87	55
Total	...	2,801	3,098	297	182.

While the recovery that has been made is on the whole very satisfactory, a closer scrutiny shows that some divisions have not yet regained their former position. Britstown is the most serious case. In this division the number of Farm Schools is only 4, as against 16 in 1899, and the number of children on the books is 75 less than in that year.

The following table shows how the total increase is distributed among the various classes of school:—

White:		Increase.
First Class Schools	...	5
Second Class Schools	...	-2
Third Class Schools	...	111
Private Farm Schools	...	73
Poor Schools	...	20
Evening Schools	...	3
Coloured:		
Aborigines' Schools (Territories)	...	59
Mission Schools (Colony)	...	28.

The increase of five in the number of First-Class Schools has been caused by the advance in grade of the public schools at Calvinia, Ladismith, Riebeek West, Tulbagh and Umtata.

The large growth in the number of Third-Class Schools—most of which are small rural schools—and in the number of Farm Schools is gratifying, as it is a sign of returning prosperity among the farming population of the Colony.

The increase in the number of Aborigines' Schools is just double that of the previous year and betokens energy on the part of the Missionary Superintendents. In the Colony the increase in Mission Schools is the same as in the previous year.

DISTRIBUTION OF GAIN AND LOSS AMONG THE DIVISION —A general view of the Colony shows that of the 109 Fiscal Divisions and Magistracies, 76 areas show a gain; 21 return the same number of schools; and 12 show a slight loss (in no case more than 3). Five divisions in the Colony show an increase which reaches double figures; these are:—

Division.	Increase.
Cape Suburbs and District	13
Malmesbury	12
Oudtshoorn	12
Willowmore	11
Wodehouse	11.

In the Transkeian Territories the magistracies of Mount Frere and Qumbu show the most marked advance, viz., 11 and 10 new schools respectively.

Certain divisions were mentioned last year as areas where considerable ground had still to be recovered. These divisions are given in the table below with the number of Private Farm Schools in operation in each at 30th September, 1899, and at the close of the Statistical Year now being dealt with; we are thus enabled to see at a glance where special effort is needed. There can be no question but that some of these divisions have had very adverse circumstances to contend against.

Division.	Private Farm Schools.		Loss not yet made good.
	30th September, 1899.	30th September, 1905.	
Britstown	16	4	12
Somerset East	29	19	10
Bedford	17	7	10
Victoria West	18	12	6
Beaufort West	21	16	5
Graaff-Reinet	18	10	8.

DISTRIBUTION OF GAIN AND LOSS AMONG CIRCUITS.—When the larger area of the inspection-circuit is taken, we find that there are no less than five which have advanced by twenty or more schools. They are:—

Inspectors.	Increase.
Mr. Hobden (Maclear, etc.)	31
Mr. Hofmeyr (Van Rhynsdorp, etc.)	27
Mr. Freeman (Willowmore, etc.)	26
Mr. Pressly (Wodehouse, etc.)	22
Mr. Spurway (Albert, etc.)	21.

It should be remarked that there were large increases recorded last year also in Inspector Freeman's and Inspector Pressly's areas.

The advance which has been made in Inspector Grant's circuit, which embraces Gordonias, Hay, Prieska, etc.—divisions, in which there are great natural difficulties to be overcome—is very satisfactory. In this area no less than 13 schools have been added to the list during the year.

SCHOOLS OPENED AND SCHOOLS CLOSED.—Special attention was drawn to the activity shown last year, when it was reported that 522 new schools had been opened. This year no fewer than 592 schools have been opened; but against this number of course must be placed the schools closed, which for the same period number 295. This leaves a net gain, as indicated in an earlier section, of 297. The comparative figures for the last three years are given in the following table:—

Year.	No. of Schools opened.	No. of Schools closed.	Net gain.
1903	492	348	144
1904	522	357	165
1905	592	295	297.

The marked increase of 132 in the net gain this year is noteworthy.

When the numbers for the different classes of schools come to be examined, it is possible to see more clearly the nature of the progress made:—

Class of School.	No. opened.	No. closed.	Net Gain.	
			1905.	1904.
Private Farm ...	254	162	92	31
Third Class Public ...	119	38	81	46
Mission ...	66	37	29	20
Poor ...	68	36	32	29
Aborigines ...	75	15	60	36.

On comparing the gains in the different classes with those recorded for 1904, we find that the striking feature is the advance in Farm Schools, which has almost been trebled in the year. The Third Class Schools, too, are showing greater stability, only 38 having been closed against 65 in 1904. But the statement made in our last report still holds true: "sustained effort and a higher ideal are the two requisites found wanting." These, perhaps, we may hope to find under the new conditions created by the School Board Act.

Sixty-eight new poor schools have come into existence this year, and thirty-six have been closed. Of the thirty-two additional schools Oudtshoorn has seven, Jansenville five, and Caledon four. It is trusted that the provisions of the new Act will go far to render unnecessary this type of school, which carries with its name a stigma not calculated to raise the level of the people for whom it is provided.

III.—ENROLMENT AND ATTENDANCE.

In the twelve months under review there has been an advance of 5,730 in the number of pupils on the school registers. In the year immediately preceding the increase was very much larger, viz., 9,188. It will be useful to group the facts concerning the

increase in schools and pupils in order that the position may be made quite clear.

Date.	Increase in No. of Schools.	Total Enrolment.	Increase in Enrolment.
30th September, 1904	182	163,548	9,188
30th September, 1905	297	169,278	5,730.

The increase of 5,730 pupils this year is equivalent to 3·5 as against 5·6 at the end of the previous year.

As has already been pointed out, it is the farming population which has benefited to the largest extent by the educational development that has taken place during the year. This is borne out by the following table, from which we learn that 67·1 per cent. of the increase in pupils is to be found in the three classes of schools which more particularly provide for the agricultural portion of our population:—

Class of School.	Increase of Pupils.
Third Class Public Schools ...	2,526
Poor Schools ...	797
Private Farm Schools ...	524.

Other noteworthy increases are to be found in the First-Class Public Schools and in the Aborigines' schools of the Transkei. In the former case the increase, which amounts to 408, is chiefly due to the transference of Second Class Schools to the higher grade. The advance in the Aborigines' schools, where there are 2,017 additional pupils, is in marked contrast with the shrinkage in Mission Schools in the Colony Proper, where there has been a drop of 634 in the enrolment. There is also a decrease of 28 in Second Class Public Schools, which, however, is explained by the fact that four of these schools were raised to a higher grade. The enrolment in District Boarding Schools is practically unaltered. In Native Training Schools there is a rather serious decrease in the enrolment. The figures for the last three years are for these institutions as follows:—

Native Training Schools.

Year ending—	Enrolment.	Increase on previous year.
30th September, 1903 ...	635	126
30th September, 1904 ...	644	9
30th September, 1905 ...	561	-83.

The falling off is the more regrettable when the large increase in Aborigines' schools and pupils is borne in mind. There is indeed cause for renewed effort in this direction on the part of the Missionary Societies.

The total increase for the year is divided between the Colony Proper and the Native Territories as follows:—

	Increase in Pupils.
Colony Proper ...	3,652
Native Territories ...	2,078.

The rate of increase in the Colony is perceptibly slower than in the Transkei, but with the impetus which education will receive in the Colony through the new Act this state of affairs may be altered. During the past year the increase in the Colony Proper was 3 per cent. of the enrolment; in the Territories it was 4·7 per cent.

WHITE AND COLOURED PUPILS.—Of the total gain for the year of 5,730 pupils, 3,938 are white and 1,792 are coloured. The percentage of white pupils on the school rolls shows a slight rise, which, together with other facts is brought out in the appended table:—

	1903. 30th Sep.	1904. 30th Sep.	1905. 30th Sep.
Ratio per cent. of <i>White</i> pupils ...	39·09	39·47	40·46
Ratio per cent. of <i>Coloured</i> pupils	60·91	60·52	59·54
Excess of <i>Coloured</i> over <i>White</i> pupils	33,660	34,440	32,294.

From these figures we see that the upward tendency in the proportion of white pupils is steadily maintained, and that the excess of coloured over white children is more than 6,000 less than it was in 1902.

We find that 18 divisions in the Colony Proper out of a total of 79 show a loss of white pupils: in the Native Territories 12 out of the 30 magistracies return fewer European pupils. These facts are somewhat disquieting, as advance in one Division cannot be set against loss in another. The following are those Divisions in the Colony where the falling off is most serious:—

Division.	Loss in White Pupils.
Kimberley ...	86
Port Elizabeth...	82
Uitenhage ...	68
Stellenbosch ...	62
Steynsburg ...	54
Queenstown ...	50.

In the Transkei decreases in white pupils are specially noted in the following magistracies:—

Magistracy.	Loss in White Pupils.
Umtata ...	21
Xalanga ...	16
Matatiele ...	10.

As emphasising the remarks previously made regarding losses, it is to be noted that in the Colony Proper there is an actual decrease of 161 in the number of coloured pupils: in the Transkei, of course, there is a gain which amounts to 1,953, and this leaves a net increase of 1,792 coloured pupils.

DISTRIBUTION OF GAIN AND LOSS AMONG DIVISIONS.—It has already been shown that the total increase in the enrolment for the year amounts to 5,730. On examining the different Divisions and Magistracies, we find that 71 areas show an increase, amounting in all to 8,335, and that 38 areas return decreases, giving a total of 2,605 fewer pupils than were on the books at the 30th September, 1904.

The most noteworthy increases are found in the following Divisions:—

I. <i>Colony Proper.</i>		Increase in Pupils.
Cape Suburbs and District	...	881
Victoria East	...	451
Malmesbury	...	402
Namaqualand	...	265
Caledon	...	231
Herschel	...	216
Calvinia	...	202.

II. *Native Territories.*

Mount Frere ...	459
Mqanduli ...	397
Qumbu ...	397
Tsolo ...	389
Mount Fletcher...	257.

In Cape Town the increase in pupils is only 4, and this is explained by the fact that the population is gradually shifting to the suburbs; there, as is seen from the above list, a notable increase has taken place, and there was as striking an advance last year.

The Divisions which have suffered serious loss are:—

<i>In the Colony:—</i>	Total Loss.	Loss in Coloured Pupils only.
Cradock ...	234	278
Glen Grey ...	113	115
Port Elizabeth ...	186	104
Queenstown ...	175	125
Vryburg ...	261	278.
<i>In the Transkei:—</i>		
Butterworth ...	200	194
Nqamakwe ...	263	268.

As has already been pointed out, it is the coloured section of the population which has lost ground. The causes operating are so diverse that no general explanation can be given.

DISTRIBUTION OF GAIN AND LOSS AMONG THE CIRCUITS.—The most noteworthy increase has taken place in Inspector Hobden's circuit, which comprises Maclear and the surrounding magistracies. The increase in this native area is no less than 1,230 pupils. The next most important advances are:—

Inspector Tooke's circuit (Umtata, etc.)	957
Inspector Noaks' circuit (Cape Suburbs)	881
Inspector Hofmeyr's circuit (Van Rhynsdorp, etc.)	765.

Of the twenty-eight circuits seven show *decreases*. They are:—

Inspector McLaren's circuit (Butterworth, etc.)	529
Inspector Satchel's circuit (Vryburg, etc.)	406
Inspector Logie's circuit (Queenstown, etc.)	310
Inspector Milne's circuit (Port Elizabeth, etc.)	281
Inspector J. Craib's circuit (Somerset East, etc.)	260
Inspector Ely's circuit (King William's Town)	82
Inspector Bennie's circuit (Albany, etc.)	24.

In most of the above cases the total loss is not attributable to a decrease in the white enrolment.

SEX OF PUPILS.—From past reports it will have been noticed that among white pupils boys are in the majority; among coloured schools the position is the reverse. There are 1,578 more white boys than girls; and there are 870 more coloured girls than coloured

boys. As the following percentages will show, there has been no material change in the position since 1904 :—

		Boys.	Girls.	Total.
White Pupils ...	{1904	20·18	19·29	39·47
	{1905	20·70	19·76	40·46
Coloured Pupils	{1904	29·88	30·64	60·52
	{1905	29·51	30·03	59·54.

The following table gives the number of white and coloured boys and girls on the roll at the 30th September, 1905 :—

		Boys.	Girls.	Total.
White Pupils ...		35,035	33,457	68,492
Coloured Pupils ...		49,958	50,828	100,786
Totals ...		84,993	84,285	169,278
Percentages ...		50·21	49·79	(100).

ATTENDANCE.—As compared with the 30th September, 1904, there is a slight fall in the rate of average attendance for all schools. The relevant figures are :—

30th September, 1904 ...	84·3 per cent.
30th September, 1905 ...	83·8 per cent.

Here we see the fall is just a half per cent., but as will be seen from the rate of attendance for the four quarters of the year there is some fluctuation. The first and third quarters of the calendar year usually give the best attendance results.

Percentage of Average Attendance to Enrolment.

			Same quarter, Previous Year.
Fourth Quarter, 1904 ...	...	82·50	80·28
First Quarter, 1905 ...	...	84·68	82·84
Second Quarter, 1905 ...	...	83·22	81·88
Third Quarter, 1905 ...	...	83·81	84·30.

Taken altogether the position may be regarded as fairly satisfactory and is a great advance on the attendance of a few years back.

The rate of attendance in the three classes of Public Schools is very satisfactory, and is practically the same as last year. The percentages are :—

			Percentage of Attendance.
First Class Public Schools ...	...	...	91·3
Second Class Public Schools ...	...	...	89·7
Third Class Public Schools ...	...	...	88·1.

The highest rate of attendance is found in Native Training Schools, where the percentage is 94·4. In these schools nearly all of the pupils are boarders, and this fact no doubt explains the high rate of attendance, but nevertheless it says much for the discipline observed. In Private Farm Schools, where the pupils are also on the spot, the attendance is quite satisfactory, reaching 93·3 per cent. of the enrolment. It is in the Mission Schools of the

Colony and the Transkei that there is this year an absence of progress in the rate of attendance. In each of these classes there is a slight falling off. The figures are given below :—

			Rate of Attendance per cent.	
			1904.	1905.
Mission Schools ...	...	...	80·9	80·0
Aborigines' Schools	...	...	80·4	79·9.

IV. INSPECTION OF SCHOOLS.

FORMAL VISITS FOR DETAILED EXAMINATION.—In this section of the report, and in all others based on statistics derived from Inspection Reports, the periods compared are those for the year ending 30th September, 1905, and for the year ending 30th June, 1904.

During the year there were 28 Inspectors at work, and they carried out 2,977 inspections. Of these 55 are not reckoned, as they were the first of a series of second inspections. Where a school is inspected twice in the same year, only the later inspection is reckoned for statistical purposes. A comparison with 1904 gives the following result :—

	1904.	1905.	Increase.
Average number of schools...	2,662	2,967	305
Number formally inspected...	2,541	2,922	381
Number unexamined ...	121	45	-76.

Any schools that may not have been inspected during the year will be found to have come into operation late in the year: for example, the inspection of Private Farm Schools is deferred till they have been in existence about a year.

CASUAL EXAMINERS.—In only two cases has it been necessary to enlist outside aid in the inspection of schools. This reveals a more satisfactory position than has been the case hitherto. For the last three years, the number of inspections made by casual or outside examiners has been in

1903 ...	...	24
1904 ...	...	10
1905 ...	...	2.

It is to be hoped that this method of inspection will entirely disappear, as the Circuit Inspector should now in every case be able to overtake all the schools in his area.

INFORMAL VISITS.—Last year an increase of 771 was reported in the number of informal visits made by Inspectors: this year there is a further increase of 171, the figures for the three years being :—

1903 ...	...	1,416
1904 ...	...	2,187
1905 ...	...	2,358.

The largest number of visits has been made by Inspector Noaks in the Cape Suburbs and District, whose total for the year reaches 173. There is no question that these visits do much in securing

greater efficiency. The ideal aimed at is a regular inspection and at least one informal visit each year in the case of every school on the Government List.

The poor attendance at the beginning of school sessions disclosed by many of these reports is an unsatisfactory feature in our schools. There is an all-pervading slackness at the beginning of the quarter in a very large number of schools, and parents would be wise to exercise their control in this matter. With real co-operation between parents and teachers this evil would almost disappear.

INSPECTION IN SPECIAL SUBJECTS.—Since the last report two subjects have been added to those specially supervised through the agency of Departmental Instructors. They are Drawing and Domestic Economy. Mr. W. W. Rawson, A.R.C.A., who early in the year was appointed Departmental Drawing Instructor, has remodelled the course of instruction, and a new Drawing syllabus has been issued. Lately Mr. H. Christie Smith has been appointed to co-operate with him and has been assigned the Eastern Province. Miss MacIver has been appointed Instructress in Domestic Economy for the purpose of introducing proper instruction in Cookery. A satisfactory beginning has been made. Details as to the number of visits and inspections made by the Instructors will be found in the second annexure to this report. The total in the different departments of work are given here:—

Domestic Economy	...	...	16
Drawing	...	...	294
Kindergarten	...	...	277
Needlework	...	...	433
Vocal Music	...	...	496
Woodwork	...	...	121
Total	...	...	1,637
Total, 1904	...	...	1,450
Increase	...	...	187.

The practice of appointing Departmental officers to organise and guide instruction in special subjects has been found to be most successful; no better instance of this can be given than the high standard of Needlework in the Colony. The work of the Instructors, as will of course be understood from their title, lies more in the direction of *instruction* than *inspection*.

V. PUPILS' ATTAINMENTS AT INSPECTION.

PUPILS PRESENT AT INSPECTION.—There is an increase of no less than 14,247 in the number of pupils present at inspection. The numbers for the two years are:—

	1904.	1905.	Increase.
Pupils present...	137,707	151,954	14,247
Percentage present	91·01	92·37	1·36.

The steady rise which has taken place during past years in the percentage of pupils present at inspection, further evidence of which is given this year, is very satisfactory.

If we place the schools in two groups—white and coloured—we find that the increased number of pupils examined at inspection are apportioned thus:—

White Schools	...	...	...	6,034
Coloured Schools	...	...	...	8,213.

As the proportion of white pupils on the rolls is two-fifths of the whole number, it will be seen that the relative increase is greater in the case of the white section than in the coloured section. Among the white schools, the largest increase is shown in the case of Third Class Public Schools, where there has been a rise of 2,938 in the number present at inspection. The largest advance, however, is recorded in Mission Schools, where the number has increased by 4,902 pupils.

In certain classes of schools the number present on the day of inspection is quite satisfactory. Indeed, in no important class of European school is the percentage less than 94·19. But in Mission Schools and in Aborigines' Schools there is room for improvement in this respect. In these two classes of schools the percentage present on the day of inspection was 89·84 and 90·61 respectively.

PUPILS' STANDARDS AT INSPECTION.—The distribution of the 137,707 pupils over the school course is shown in the appended table:—

Standard.	No. of Pupils.	Percentage.
Sub-Standard A	50,561	33·27
Sub-Standard B	23,125	15·22
Standard I.	20,069	13·21
Standard II.	18,200	12·64
Standard III.	14,345	9·44
Standard IV.	10,897	7·17
Standard V.	5,859	3·85
Standard VI.	3,253	2·14
Standard VII.	1,474	·97
Ex-Standard	1,311	·86
Pupil Teachers	1,560	1·03
Unclassified	300	·20.

It will be observed that there is no marked change in the percentages as compared with those of last year. If we group the Sub-Standards we find that there is a fall of one per cent., which is rather surprising when the increase in the number of pupils examined is taken into account. To obtain a more definite idea of the progress that has been made, we must take the actual numbers in the Standards and make a comparison with those of 1904. Thus we find that above Standard V. there has been an increase of 737 pupils during the year: in the previous year an increase of 987 was recorded. The pupils at this stage, and the percentage they form of the total are given in the table below:—

	1904.	1905.	Increase.
Pupils above Standard V.	6,861	7,598	737
Percentage	4·98	5·00	·02.

The following extract is taken from the Annual Report for 1895: "If from the schools in the Colony we take an average 100 children

we shall find 60 of them at the Infant School stage and only 2 that have got beyond Standard V. This is a fact of which there is no gainsaying, and it is a lamentably damaging argument against our system." Ten years' work has been done since these words were written, and it is a matter of deep interest to turn to the corresponding percentages for the year under review. The comparison is given in the following table:—

	Number.		Percentage.	
	1895.	1905.	1895.	1905.
Pupils in Standard I. and below	51,680	93,755	60·59	61·7
Pupils above Standard V.	1,696	7,598	2·02	5·0.

There is in the figures given above cause for both gratification and concern. First, it will be observed that the number above Standard V. has almost been quintupled in ten years, and has risen from 2 per cent. to 5 per cent. of the total enrolment. Second, the fact that the number of pupils at the infant stage, though it has nearly doubled, continues to stand at over 60 per cent. of the total shows that the means of education are still being brought for the first time in touch with large sections of our people.

The percentage of pupils above Standard IV. has varied somewhat in the three past years. The percentage attained this year is 8·85, as against 9·01 in 1904 and 8·42 in 1903. No great change can be looked for until the new Act has been some few years in force.

ATTAINMENTS OF WHITE CHILDREN.—An investigation into the attainments of white children does not show the advance that might well be expected. Above Standard IV. we find 10,069 pupils as against 9,984 in 1904. This is only an increase of 85 scholars and consequently on account of the general advance in numbers, the percentage of white pupils above Standard IV. has fallen slightly. In 1904 this percentage stood at 17·3, as against 15·9 this year. This percentage must be regarded as far from satisfactory. A persistent effort should be maintained until it be raised to somewhere between 25 and 30 per cent. Experience has shown that it is the two years schooling after the child has finished his elementary course that are of the greatest importance in determining his future career. With the bare elements of education, unless there is unusual strength of character, he remains the unskilled labourer for the rest of his days; an additional two years' schooling gives the stimulus that will carry him to the position of skilled workman or foreman. In South Africa especially the ideal to be aimed at is that all children of European parentage should receive at least a Higher Elementary School education.

ATTAINMENTS IN POOR SCHOOLS.—In the Poor Schools 6,884 pupils were presented for examination at the time of the Inspectors' visits, and an inquiry into the standard of attainment of these children reveals a deplorable state of matters. Out of every 35 pupils taken from these schools only one has passed Standard IV. In the Public Schools of the three grades, 35 pupils would give 5·6 scholars above Standard IV. Much remains therefore to be done to improve the efficiency of Poor Schools: the rate of daily attendance is lower in them than in any class of European school, and the proportion of qualified teachers is only 53·74 per cent.

Certain figures for 1904 and 1905 are given in the short table following that will yield matter for reflection:—

	1904.	1905.
Pupils examined in Poor Schools	6,126	6,884
No. above Standard IV.	159	197
Percentage	2·6	2·8
Do. in Aborigines' Schools	3·8	3·7.

When it is found that the natives in the Transkei have attained a higher standard of schooling than the Europeans who are being educated in the Poor Schools of the Colony, there is evidently need for the application of strong measures.

ATTAINMENTS IN COLOURED SCHOOLS.—In the schools for coloured children, 88,753 children were present at inspection; 2,387, or 2·7 per cent., had passed the Fourth Standard. There is thus no improvement on the position attained last year, when 2,283 pupils, or 2·8 per cent., were reported as above Standard IV: The result, however, is not surprising in view of the fact that a large number of fresh localities have come for the first time this year under the influence of the teacher. If we separate the Colony Proper from the Native Territories, we find that there has been marked progress in the Colony. The number of pupils above Standard IV. has more than doubled, and has now reached 636. This is pleasing, but means have not been yet found to direct these more advanced pupils into Training Schools for teachers, a need which every year is growing more clamant. In this connection it may be observed that there exists no Training School for the Cape coloured student. The Transkei is in a very different position. There, if anything, concentration of effort is required in the Training Schools. The relative position from an educational point of view of the Mission Schools of the Colony Proper and the Aborigines' Schools of the Transkei will be gathered from an examination of the appended table:—

Mission Schools of Colony Proper.

	1904.	1905.
Percentage in Sub-Standards ...	63·07	63·5
Do. above Standard II. ...	11·12	11·7.

Aborigines' Schools of Transkei.

	1904.	1905.
Percentage in Sub-Standards ...	52·07	55·9
Do. above Standard II. ...	20·45	19·07.

During the year under review the Mission Schools have made the greater progress. The rapid growth in the Transkei, where there has been an increase of over two thousand pupils, has more than counterbalanced the advance that the older schools may have achieved; but the difference in the educational standard of the coloured population in the two areas is noteworthy.

ATTAINMENTS IN THE INSPECTION CIRCUITS.—In the Colony Proper we find no less than nine inspection circuits where there are less than 25 pupils above Standard VII. In one case, *viz.*, Inspector

Grant's area (Prieska, etc.) there is not a single pupil returned above Standard VII. The areas referred to are :—

	Pupils above Standard VII.		
Inspector Grant's	0
Inspector Bartmann's	5
Inspector Mitchell's	8
Inspector Freeman's	20
Inspector Hofmeyr's	20
Inspector Russell's	21
Inspector Satchel's...	21
Inspector T. W. Rein's	22
Inspector Pressly's	24.

Pupil Teachers are, of course, not taken into account here; but the districts concerned are large, and, quite apart from the number of pupils that go to the larger boarding centres, there is reason to expect within their own divisions a greater number of scholars at the ex-Standard stage.

VI. ANNUAL PROGRESS OF PUPILS.

SCHOOLS AND PUPILS EXAMINED TWO YEARS IN SUCCESSION.—Of the 2,922 schools inspected during the year, 430 were inspected for the first time, and in 144 other cases a comparison cannot be made with the results of the 1904 inspection. This leaves 2,348 inspections for the purposes of our present inquiry as against 2,060 last year.

In the 2,348 schools, the records of which are available, there were 138,403 pupils present at inspection, but of these the progress of only 59,758 can be investigated, as will appear from the following table :—

	1904.	1905.
No. of schools inspected in each of two consecutive years	2,060	2,348
No. of pupils present at inspection in these schools	125,431	138,403
Of these, No. who were present at the previous inspection	74,366	86,112
Of these latter, No. who were presented in standards	52,764	59,758.

Last year there was an increase of approximately 4,000 pupils into whose progress inquiry could be made: this year the increase has risen to 7,000. These advances in numbers are to a certain extent an indication of a longer school life.

PUPILS ADVANCED A STANDARD.—Of the 59,758 pupils referred to above as present at two successive inspections, 71·88 passed their standard examination. The corresponding figures for 1904 are given in the following table :—

Pupils present at two successive inspections.

	1904.	1905.
No. presented in standards	52,764	59,758
No. who passed a higher standard	37,843	42,955
Percentage	71·72	71·88.

There is evidence here of some slight progress, but it is noteworthy that even if we take *all* pupils present at inspection into account the percentage of passes for the year is 71·16, thus showing that a very uniform standard of efficiency is maintained.

It is of more than passing interest to find that Second Class Public Schools show the greatest progress, 86·78 of their twice-inspected pupils advancing to a higher standard. It is in this class of school, it may be observed, that the percentage of certificated teachers is highest, viz., 90·29. The percentage of passes in the three classes of Public Schools is in no case lower than 80. The actual figures are :—

Percentage of pupils who passed a higher standard.

First Class Public Schools	85·45
Second Class Public Schools	86·78
Third Class Public Schools	80·57.

In the Mission Schools the rate of progress of last year has not been maintained, the percentage of passes being 63·50 as against 66·87 in 1904. A slight falling off is also noticeable in the case of the Aborigines' Schools of the Transkei, where the rate of advance to a higher standard is only 58·81. The ill-effects of irregular attendance are clearly seen in these results.

VII. SUBJECTS OF INSTRUCTION.

BOYS' HANDIWORK.—This subject is being taken up more widely than ever, and the year now under review shows an increase of 23 in the number of schools where instruction is given, and an increase of close upon 700 in the number of pupils that are receiving instruction.

The reports* of the Departmental Instructors in this subject give details of the progress of the work in the two Provinces: the total figures for 1904 and 1905 are given hereunder :—

Instruction in Woodwork.	1904.	1905.	Increase.
No. of Schools	88	111	23
No. of Pupils	3,896	4,592	696.

Parents are gradually coming to realise the value of manual training, and it is only rarely, now, that it is found necessary to combat the prejudices of people who imagine that our efforts are directed towards producing fully qualified carpenters.

At the December examinations of 1904, there was an increase of 277 in the total number of passes in the three years into which the course of instruction is divided. The comparative statistics are :—

Woodwork Examinations.	1903.	1904.	Increase.
No. of Candidates	1,717	2,166	449
No. of Passes	1,176	1,453	277
Percentage	68·5	67·08	-1·42.

From the above it is seen that there has been a slight falling off in the percentage of successes at the Woodwork Examinations, but this is in part due to the large number of pupils that have come forward to be tested in this subject for the first time.

* See Annexure I.

GIRLS' HANDIWORK.—There has been a marked advance in this department of school work. The number of schools where instruction is given and the number of pupils receiving it are given in the appended table:—

Instruction in Needlework.	1904.	1905.	Increase.
No. of Schools ...	1,708	1,925	217
No. of Pupils ...	54,997	57,129	2,132.

This record is satisfactory, and shows that instruction in Needlework is given in almost two-thirds of the total number of schools in the Colony.

On a comparison with the previous year we find that the entries and results in the Pupils' Needlework Examinations are not so satisfactory as might have been expected. The figures are given in the following table:—

Needlework Examinations.	1903.	1904.	Increase.
No. of Candidates ...	1,692	1,833	141
No. of Passes ...	1,370	1,275	-95
Percentage ...	80·9	69·6	-11·3.

VOCAL MUSIC.—There is this year an increase of 271 in the number of schools where instruction in Vocal Music is given, and of 7,757 in the number of pupils receiving instruction. The details concerning schools and pupils will be found in the appended table:—

Year.	No. of Schools.	No. of Pupils.
1904 ...	1,627	99,402
1905 ...	1,898	107,159
Increase ...	271	7,757.

The total number of pupils receiving instruction in Vocal Music is now not far short of two-thirds of the total enrolment.

Pupils are tested in the theory and practice of Tonic Sol-fa by means of the examinations of the Tonic Sol-fa College of London. The details in regard to the certificates issued during the year, together with the corresponding details for 1904, are given in the following table:—

Certificate.	No. issued in 1904.	No. issued in 1905.	Increase.
Junior ...	4,018	3,393	-625
Elementary ...	2,156	1,961	-195
Intermediate and Higher	786	755	-31
Totals	6,960	6,109	-851.

From these figures it will be seen that there has been a decrease of 851 in the total number of certificates issued, but as will be seen on reference to the reports of the Instructors in this subject (see Annexure I.) there are explanations of this result. Too much importance should not, in any case, be attached to these results, as more stress is laid on the main function of the officers in charge of this subject, viz., the work of extending and improving school instruction in Singing.

Much has been done to develop a taste for good music by means of the Choir Competitions, twenty-four of which are now

held annually in various districts of the Colony. It is pleasing to be able to report that these Competitions* arouse great interest and have proved a strong incentive to good work.

DRAWING.—A noteworthy advance has been made in Drawing, as the following figures show:

Year.	No. of Schools.	No. of Pupils.
1904	831	40,762
1905	1,088	50,731
Increase	257	9,969.

This advance must in great part be attributed to the energy of Mr. W. W. Rawson, A.R.C.A., the Departmental Instructor in this subject, who, in addition to framing a new syllabus in Drawing, has done much in the short time that has elapsed since his appointment to start the work on right lines. There is every reason to hope that fresh life has been infused into this important department of school work.

In the pupils' examinations in Drawing there is evidence of progress so far as entries and passes are concerned, but in the percentage of passes there is a falling off as compared with 1903. The following table gives the comparative figures:

Drawing Examination.	1903.	1904.	Increase.
No. of Entries ...	2,364	3,130	766
No. of Passes ...	1,178	1,373	195
Percentage ...	49·8	43·9	-5·9.

DRILL.—Drill is now taught in 337 more schools than in 1904, and over nine thousand more pupils come under its disciplinary and healthful influence. The figures regarding instruction in this subject, which have been culled from the Inspectors' reports, are given in the following table:—

Year.	No. of Schools.	No. of Pupils.
1904 ...	1,463	89,166,
1905 ...	1,800	98,307.
Increase ...	337	9,261.

SCIENCE.—There has been a marked advance during the twelve months under review in the teaching of Science. Instruction in a Science subject has been made compulsory in the case of High Schools, and the result is seen in the large increase in the number of candidates for the Science Examinations.

Science Examinations.	1903.	1904.	Increase.
Total number of Candidates ...	1,081	2,282	1,201
Total number of Passes ...	623	1,065	442
Percentages of Passes ...	57·63	46·67	-10·96.

These figures include candidates who took certain technological examinations, viz., Applied Mechanics, and Building and Machine Construction. There is, however, a very considerable increase in both entries and passes. The decrease in the percentage of passes for 1904 is due to the fact that a large number of schools have entered candidates for these examinations for the first time.

* Details will be found in the *Education Gazette* of 21st April, 1905, No. 28, Vol. IV.

With regard to other subjects of instruction, we find that there is an increase of almost 800 in the number receiving instruction in Algebra and Geometry, of 276 in the number taking Physics, of over 100 in the number taking Chemistry, and of 80 in the number taking Botany. In several schools, it must be remarked, the accommodation and equipment for Science teaching are not yet what they ought to be.

OTHER HIGHER SUBJECTS.—No better means can be found of indicating generally the volume of work done in the higher subjects of instruction than a statement of the numbers in the four upper Standards of High Schools. These numbers are given in the table following; from them it will be seen that there is an increase of 274 as compared with the position in 1904 :—

		Pupils in High School Standards.				Total.
		A.	B.	C.	D.	
1903	...	805	515	377	333	2,030
1904	...	979	578	434	350	2,331
1905	...	969	726	505	375	2,605
Increase on 1904	...	30	148	71	25	274.

There are now in the Colony thirty-five High Schools. From one point of view it may be regarded as unfortunate that they are not more evenly spread over the Colony: as it is, no less than seventeen of these High Schools are found in the divisions of Cape, Paarl and Stellenbosch. All of the more important centres in the Colony are now provided for, but there is no reason why the chief town in every division of the Colony should not aspire towards the promotion of its own public school to High School grade.

The results of the Matriculation Examination held in December, 1905, show that of the total number of passes in the Colony, viz., 430, no fewer than 253 are credited to High Schools and 73 to other State-aided schools.

VIII. TEACHERS.

QUALIFICATIONS.—More satisfactory progress can be recorded this year than was possible in 1904. In the twelve months under review the qualifications of 5,511 teachers were reported on as against 4,954 in 1904. An examination shows that of the additional 557 teachers, 355 or 63·7 per cent. hold professional qualifications. This is satisfactory, as it shows that a larger proportion of the teachers entering the service are qualified than of those already on the departmental list. Accordingly the percentage of certificated teachers has risen to 51·41, an improvement of 1·39 on the percentage of 1904. The comparative figures for the two years are given below in tabular form :—

	1904.	1905.	Increase.
Total Number of Teachers present at inspection ...	4,954	5,511	557
Of these, number professionally qualified ...	2,478	2,833	355
Percentage professionally qualified ...	50·02	51·41	1·39.

In 1904 the increase in the percentage professionally qualified was ·41.

The nature of the professional certificates held by the 2,833 qualified teachers returned in the above table is indicated below, the corresponding figures for 1904 being also given :—

Professional Certificate.	1904.	1905.	Percentage.	
	No.	No.	1904.	1905.
European Government ...	262	270	5·29	4·9
Cape Second Class ...	246	265	4·97	4·81
Cape Third Class ...	1,917	2,227	38·69	40·41
Miscellaneous ...	53	71	1·07	1·29
Total Certificated Teachers	2,478	2,833	50·02	51·41
Teachers without Certificates	2,476	2,678	49·98	48·59.

The increase in the number of teachers holding the Third Class Certificate, viz., 310, is satisfactory. It cannot, however, be regarded as satisfactory that there are only 19 more teachers than last year holding the Second Class Certificate.

When it is remembered that the number holding the Cape Third Class Certificate is almost nine times the number holding the Second Class Certificate, and when further, the facilities offered for obtaining the higher certificate are taken into account, the position is not a little disappointing. Those who enter the profession as a serious calling should aim at possessing something higher than the Third Class Certificate.

In the inspection-circuits of the Colony proper, there are several areas which return a much higher percentage of qualified teachers than last year. These are :—

Inspection Circuit in Charge of—	Percentage of Certificated Teachers.		
	1904.	1905.	Increase.
Mr. Satchel (Kimberley, etc.) ...	57·83	66·31	8·48
Mr. Young (East London, etc.)	59·44	67·58	8·14
Mr. Noaks (Cape Suburbs) ...	65·11	71·03	5·92
Mr. J. Craib (Græaff-Reinet, etc.)	63·74	69·05	5·31.

The Cape Town Circuit (Inspector D. Craib) continues to hold the premier position in respect of qualified teachers, and still more satisfactory is the fact that it has made an advance during the year. The percentage of certificated teachers in this area is now 76·47 as against 73·11 in 1904.

The distribution of trained teachers in the different classes of schools will be seen from the following table :—

Class of School.	Percentage of Certificated Teachers.		
	1904.	1905.	Increase.
<i>White :</i>			
Second-Class Public ...	90·58	90·29	-·29
First-Class Public ...	83·88	87·44	3·56
Third-Class Public ...	72·90	74·39	1·49
Poor ...	52·61	53·74	1·13
Private Farm ...	46·89	40·83	-6·06.
<i>Coloured :</i>			
Mission ...	31·50	34·22	2·72
Aborigines' ...	23·78	24·82	1·04.

The most striking feature of the table is the fall in the proportion of certificated teachers in Private Farm Schools, due undoubtedly to the large increase in the number of these schools and the inadequate supply of locally trained teachers. As a rule it is found that teachers trained in the larger centres of population, decline to be attracted to outlying and remote farm schools. The only remedy for the present state of matters is that each district should train a supply of teachers in the district town school. The increase in the percentage of qualified teachers in First Class Schools is gratifying, but it is noticeable that Second Class Schools still retain their position at the head of the list. The improvement in Mission Schools—2·72 per cent.—is noteworthy, as the number of teachers affected is the largest of any group, viz., 1,388 in all.

SEX.—There is no marked change in the proportion of the sexes. There is practically the same percentage of male teachers, viz., 35·43. The comparative figures are as follows:—

Sex.	No. of Teachers.	Percentage.	
		1905.	1904.
Male ...	2,105	35·43	35·50
Female ...	3,837	64·57	64·50.

The percentage of male teachers in the Colony Proper is, of course, much lower than in the Native Territories. The figures are 30·72 and 50·14 respectively.

In the different classes of schools also, there has been no marked change in the percentage of male teachers. The appended table gives the comparative figures for 1904 and 1905:—

Class of School.	Percentage of Male Teachers.	
	1904.	1905.
Private Farm ...	10·67	13·23
Poor ...	23·69	25·98
Third-Class Public ...	26·02	26·87
Second-Class Public ...	32·69	31·31
Mission ...	34·95	35·66
First-Class Public ...	34·20	35·43
Aborigines' ...	50·87	51·31.

PUPIL TEACHERS.—The pupil teacher system is the main source of our supply of teachers, and it may be noted that the total number under training, viz., 1,842, has increased by 20 during the year, there being:—

a decrease of 84 in the First Year,
an increase of 59 in the Second Year, and
an increase of 45 in the Third Year.

The increases in the two later stages are satisfactory; nor is the decrease in the First Year altogether unsatisfactory. Under the regulations which have been in force for the past six years, candidates for the Third-Class Certificate who pass Standard VII may enter the 2nd year of the Pupil Teacher's Course, and candidates who pass the matriculation examination may enter the third year. The decrease means that a larger number of candidates avail themselves of this permission to proceed further with their general education. In the following table the number of candidates, the number of passes, and the percentage of passes are given for 1903 and 1904:—

(a) Number of Candidates:

Year.	First Year.	Second Year.	Third Year.	Total.
1903	837	526	459	1,822
1904	753	585	504	1,842.

(b) Number of Passes:

1903	387	370	273	1,030
1904	374	464	395	1,233.

(c) Percentage of Passes:

1903	46·2	70·3	59·5	56·5
1904	49·67	79·31	78·37	66·9.

There is cause for satisfaction in these results. As will be seen, the number of passes in 1904 is 203 greater than in 1903; the percentage of passes has very much improved, this being shown in every year of the course; and the substantial rise of 122 in the number passing the Third Year Examination is very pleasing.

In this matter of the supply of trained elementary teachers, what is most to be desired in the immediate present is the wider extension of the pupil-teacher system. This system, no doubt, has been subjected to grave criticism. But it must be recognised that at present in Cape Colony the only practical way of meeting the demand for qualified teachers in the smaller rural schools of outlying districts is to get an adequate supply trained in the district town school.

An examination of the quarterly statistics shows that there is a large number of such schools which have no pupil teachers attached to them. Specially to be noted are the following schools:—

District Schools without Pupil-Teachers at 30th September, 1905.

Barkly East Public School.
Barkly West Public School.
Calvinia Public School.
Colesberg Public School.
King William's Town Girls' Public School.
Mafeking Public School.
Prince Albert Public School.
Queenstown Girls' Public School.
Montagu Public School.
Sutherland Public School.

EUROPEAN TRAINING SCHOOLS.—A very fair increase can be recorded in the number of teachers under training in European Training Schools. The details are given in the appended table:—

Training Centre.	Pupil-Teacher Course.	Second Class Teachers.	Kinder-garten Course.	Total.		Increase.
				1905.	1904.	
Cape Town*	119	4	...	123	93	30
Grahamstown	105	13	17	135	93	42
Wellington	100	13	...	113	104	9
Total, 1905...	324	30	17	371	...	...
Total, 1904...	273	14	3	...	290	...
Increase ...	51	16	14	...	...	81.

*The Normal College is omitted. It returns 2 T.2 students. The students in the pupil-teacher course are reckoned as attached to the school.

As will be seen, of the increase of 81 here recorded, 51 are accounted for by the three-year pupil-teacher course; the increases in the Second-Class Teachers' Course and in the Kindergarten Course, however, are relatively of greater importance.

It is deserving of notice that the Grahamstown Training College, although the youngest of the three centres, has made the greatest progress, and now occupies the foremost position.

ABORIGINES' TRAINING SCHOOLS.—A further decrease in the number of pupil-teachers under training has to be recorded. Last year the loss was 51: on this occasion there is a drop of 37. The facts are given in the following table:—

Date.	1st Year Students.	2nd Year Students.	3rd Year Students.	Total.
30th September, 1904	353	145	110	608
30th September, 1905	335	135	101	571
Increase...	-18	-10	-9	-37.

These figures, showing as they do, a decrease in every year, cannot be regarded with satisfaction.

TRAINING FOR SECOND-CLASS TEACHERS.—There is a serious decrease in the entries for the Second-Class Teachers' Examination. The figures for 1903 and 1904 are appended:—

Year.	Entries.	Passes.
1903	24	22
1904	19	16
Increase	-5	-6.

On the other hand there is a marked rise in the number under training for the next examination. In 1904 the number stood at 17 as against 32 in 1905, which gives an increase of 15; but even with this increase the number of entries in 1902, viz., 34, has not been reached.

KINDERGARTEN TEACHERS.—The work of training teachers specially qualified for infant teaching continues to develop; the Kindergarten Course has in fact succeeded in attracting more students than the Course for Second-Class Teachers' Certificate. The entries and passes for the December Examinations of 1903 and 1904 are given below.

Year.	Entries.		Passes.	
	Elementary Certificate.	Higher Certificate.	Elementary Certificate.	Higher Certificate.
1903	45	6	36	6
1904	54	17	48	14
Increase	9	11	12	8.

The increases here are very satisfactory, and are evidence that School Committees are coming more and more to recognise the great importance of having a competent and fully trained Mistress for the Infant Department.

SUPPLY OF TRAINED TEACHERS.—As has already been pointed out, the number of teachers on the books of the Department increased during the year by 557, and of this number no fewer than 202 held

no professional certificate. The figures for 1904 and 1905 are given below:—

Year.	Additional Teachers.		Total.
	Trained.	Untrained.	
1904	176	138	314
1905	355	202	557.

There is, however, an improvement in the general position, as of the new entrants the percentage of certificated teachers reaches 63·7 for the year as against 56·05 in 1904. Undoubtedly there is a great leakage from the teaching profession. This is evident from the fact that while there is an increase of only 310 in the number of teachers holding the Third-Class Certificate, no fewer than 537 teachers obtained this certificate. There is, therefore, for the year a leakage of 227 certificated teachers to be accounted for. A large number have married, and a large number, especially of the newly certificated, have entered the service of the new colonies. It may be observed in passing that for many years Cape Colony, as the oldest and longest settled of the South African States, has been in the habit of furnishing the majority of the South African trained teachers for the States north of the Orange River.

On the whole, it may be concluded that the production of trained elementary women teachers is proceeding not unsatisfactorily at a rate that is gradually raising the percentage of certificated teachers at work in the Colony.

The position with regard to male teachers with superior qualifications is far from being so satisfactory. In examining the results of the Teachers' Certificate examinations for 1904, we find that the pass list for the Second-Class Certificate includes only 5 male teachers out of a total of 16; and the pass list for the Third-Class Certificate shows a more marked disproportion.

Total number of passes	395
Of these—European males	24
„ —Native males	51.

This, it will be seen, gives a percentage of European male teachers for the two examinations of only 7·05. It is clear that an annual supply of male teachers at this rate will not meet the wants of the Colony.

The whole question of the training of an adequate supply of teachers with higher than elementary qualifications calls for attention. The means of supply that have hitherto sufficed do so no longer, and the time would seem to have arrived for inviting the University and the Colleges to co-operate with the Department in this important matter on those lines on which co-operation has proceeded successfully in Great Britain.

TRAINING IN NEEDLEWORK, WOODWORK, VOCAL MUSIC AND DRAWING.—The number of teachers who have qualified to give instruction in these subjects does not show a general increase this year; there is, however, a very pleasing advance as regards Drawing. The figures given below are for the December, 1904, examinations.

Subject.	No. of passes at December Examinations.		
	1903.	1904.	Increase.
Drawing	184	264	80
Needlework	153	126	-27
Woodwork	69	63	-6.

Whilst there still exists great need for training teachers in Needlework and Woodwork, it should be borne in mind that much has already been done in these directions; the demand, however, for teachers trained to give instruction in Drawing on the new lines laid down by the Department is the more clamant at the present moment.

As regards Vocal Music there has been an increase in the numbers of teachers who have obtained the School Teachers' Music Certificate of the Tonic Sol-Fa College of London. As in the case of the other subjects also, the Colony is divided for administrative purposes into two provinces, and the figures regarding certificates gained for the two areas are as under:—

	1904.	1905.	Increase.
Eastern Province	7	13	6
Western Province	38	39	1
Totals	45	52	7.

VACATION COURSES OF TRAINING.—Six Vacation Courses for acting teachers were held during the year. Of these three were for Europeans and three for Native teachers. The details regarding attendance and the number of certificates issued are given in the appended table:—

	No. of Students.	Certificates awarded				Total.
		T. 2.	T. 3.	P.-T. 2.	Total.	
<i>European:</i>						
Course held at						
Grahamstown, Winter, 1904 ...	69	4	39	...	43	
Cape Town, Christmas, 1904 ...	122	7	57	...	64	
Grahamstown, Winter, 1905 ...	122	14	59	...	73	
Totals ...	313	25	155	...	180	
<i>Native:</i>						
Osborn, Winter, 1904	146	...	26	16	42	
Bensonvale, Christmas, 1904 ...	81	...	20	15	35	
Healdtown, Winter, 1905 ...	170	...	30	14	44	
Total ...	397	...	76	45	121	
Grand Totals	710	25	231	45	301.	

These figures refer only to the teachers who took the general course, but there were in addition a large number of certificated teachers who came forward to qualify in one or more special departments. This special side of Vacation course work is developing, as will appear from the fact that there were 43, 34, and 98 teachers respectively taking special subjects at the three European courses referred to above. The subjects thus specially cared for are Needlework, Woodwork and Drawing. Altogether it is a very encouraging sign to see such large numbers of teachers coming forward and making an earnest effort to improve their professional qualifications.

IX. LIBRARIES.

There is this year an increase of 50 in the number of libraries attached to schools. This brings the total number of schools with libraries up to 496. Every First Class School is now provided with

a library, and of the 96 Second Class Public Schools only 13 still lack this desirable addition to their equipment. Third Class Public Schools show the most marked increase, *viz.*, 23. It is noteworthy, however, that even in the Mission Schools there has been an advance of 8.

The position in the Public Schools will be readily seen by a glance at the figures below:—

Class of School.	Total No.	No. with Libraries.	No. without Libraries.
First-Class Public	85	85	Nil.
Second-Class Public	96	83	13
Third-Class Public	634	199	435.

One class of School—the Farm School—remains unprovided for. It is hoped that in the near future means will be contrived by which a circulating library will be provided in every district for the use of the teacher and the scholars of these small rural schools.

One of the most valuable results of education is the formation of a habit of reading for recreation and profit. The teacher can do much within school hours towards fostering this habit, but even more can be done out of school hours by the encouragement of reading circles among the elder pupils. It is pleasing to be able to report that some teachers have given of their leisure time ungrudgingly for this purpose.

X. SCHOOL BUILDINGS.

PUBLIC LOANS.—Act No. 25 of 1904, which was referred to in the last annual report, made special provision to the extent of £100,000 for School Buildings, and a further amount of £150,000 was provided by Act 43 of 1905. The arrear applications to be overtaken, however, were so considerable that practically the whole of the first-named amount was allocated immediately on its becoming available.

Under this Section we must deal with the period from the terminal date of the last report—30th June, 1904, to 30th September, 1905. In this period of fifteen months we find that school loans to the value of £76,500 were issued, and that loans amounting to £104,859 5s. 11d. were recommended. There must be added to this last figure, however, a balance of £43,787, being loans unpaid at 30th September, 1905, which were recommended in the previous year. This gives a total of £148,646 5s. 11d., as representing applications that are now being dealt with by the Treasury.

At no stage in the transactions connected with the issue of a loan is the progress as rapid as it might be. In addition to four Government Departments being concerned in the work, there are to be taken into account the school managers, the architect, the builder and the attorney. Notwithstanding the change that was reported last year, the whole procedure could still be considerably simplified, and steps in this direction might be taken with advantage at an early date.

It will be remembered that all public school loans hitherto have been issued for a twenty-five year period. Managers have, however, represented in many cases that the annual charges on such a basis are a drain on the school's finances, and as a result a relieving measure was introduced and passed in the last session of

Parliament. The Act in question empowers the Governor to extend the period of any loan to forty years. The annual charge to be borne locally is thereby reduced to £2 10s. 4d. per cent. as against £3 3s. 8d. under the twenty-five year system. Provided buildings are substantially erected there will be no objection to the longer period, and this should be borne in mind by Managers.

During the period under review buildings have been opened and occupied in the case of the following schools:—

Division.	School.
Albany ...	Grahamstown Housekeeping School.
Do. ...	do. Training College.
Do. ...	do. Elementary Public School.
Caledon ...	Caledon First-Class Public School.
Cape ...	Woodstock Roman Catholic Third-Class School.
Do. ...	Diep River English Church Mission School.
Do. ...	Wynberg, St. Augustine's Roman Catholic Mission School.
East London ...	East London East, Boys' High School (Boarding Department).
Do. ...	Brakfontein Third-Class Public School.
Hay ...	Niekerk's Hope Third-Class Public School.
Kenhardt ...	Kakamas Third-Class Public School.
Kimberley...	Kimberley, Girls' High School (Teachers Hostel).
King William's Town	Frankfort Third-Class Public School.
Kimberley...	King William's Town, Don Poor School.
Kimberley...	Kimberley, St. Cyprian's English Church Mission School.
Knysna ...	Riet River Poor School.
Humansdorp ...	Patentie Third-Class Public School.
Mossel Bay ...	Gatbosch Third-Class Public School.
Do. ...	Herbertsdale Third-Class Public School.
Do. ...	Vaal Vlei Third-Class Public School.
Oudtshoorn ...	De Rust Third-Class Public School.
Do. ...	Hottomskloof Third-Class Public School.
Do. ...	Draaihoek Third-Class Public School.
Do. ...	Molen River Poor School.
Paarl ...	Wellington Boys' High School (Boarding Department).
Philipstown ...	Philipstown Second-Class Public School.
Port Elizabeth ...	Port Elizabeth, Nazareth House Roman Catholic School.
Prieska ...	Marydale Poor School.
Robertson ...	Langvlei Poor School.
Somerset East ...	Somerset East Poor School.
Stellenbosch ...	Somerset West First-Class Public School.
Do. ...	Stellenbosch, Rhenish Girls' Public School.
Stutterheim ...	Stutterheim Second-Class Public School.
Do. ...	Isidenge Third-Class Public School.
Swellendam ...	Swellendam First-Class Public School.
Uitenhage...	Glennor Station Railway Public School.
Uniondale...	Schoongezicht Third-Class Public School.
Do. ...	Warmbad Poor School.
Worcester ...	Worcester, Deaf and Blind Institution.
	Roodewal Third-Class Public School.
	Wilge River Third-Class Public School.

Division.	School.
Elliot ...	Gubenxa Poor School.
Do. ...	Embokotwa Poor School.
Engcobo ...	All Saints' English Church Native Training School.
St. Mark's ...	Cofimvaba Third-Class Public School.

FREE BUILDING GRANTS.—Free building grants have been made in twelve cases during the year. By this means it has been possible to assist a number of necessitous localities at a total expenditure of £3,982. In one case a temporary structure costing £137 was provided. Last year, it may be mentioned, only two grants were issued.

XI. COLLEGES.

Except in the mining school, there has been an increase of students in each of the several departments of College work. The increase is most marked at the intermediate stage in the Arts course where the numbers have increased from 131 to 176. The subjoined table gives the detailed figures as at 30th September, 1905:—

Class.	Number of Students.		Increase.
	1904.	1905.	
Arts M.A. ...	2	7	5
„ B.A. ...	97	110	13
„ Intermediate ...	131	176	45
Medical ...	0	9	9
Mining ...	41	29	-12
Engineering ...	0	10	10
Surveying ...	81	84	3
	352	425	73.

The total number of students is distributed amongst the five Colleges as follows:—

Stellenbosch, Victoria College ...	163
Cape Town, South African College ...	155
Grahamstown, Rhodes' College ...	47
Rondebosch, Diocesan College ...	29
Wellington, Huguenot Ladies' College ...	25.

There are also 55 students returned as miscellaneous, and 127 law students who are more or less closely connected with the colleges.

The main advance to be recorded for the year has been the institution of courses for medical and engineering students. The former, it must be added, is limited to the two years' course of preliminary scientific training, necessary for entering on a course of professional study. For instruction in professional subjects students still go to the medical schools of Great Britain.

A comparison with the totals of 1904 shows that there has been a net increase of 82 students and of 10 lecturers. Owing to the spirit of rivalry that exists between the colleges, there is a strong tendency to multiply somewhat rapidly the number of professorships and lectureships. Competition in moderation is eminently

wholesome, but the prime consideration of the general welfare should be kept in view, or there must ensue a lowering of ideals and a wasteful expenditure of teaching energy.

COST OF HIGHER EDUCATION.—For the year ending 30th June, 1905, the sum of £15,571 was spent on the five Colleges, and of this amount £13,167 went directly in payment of the professors and lecturers. If we take the total number of students returned by the Colleges, we find that the cost to Government works out at £24 7s. 4d. per head.

The grant to the University for the year in question amounted to £4,050, but only £2,750 was utilised for general purposes, the balance being specifically voted for bursaries and scholarships.

Neither the total amount spent on Higher Education nor the cost per head can be regarded as excessive when it is remembered that our system, especially since the foundation of the Rhodes University College, attempts as far as possible to render the means of Higher Education convenient to all sections of the European population.

It will be of interest to inquire what proportion of the white population are students of Higher Education. We find that there were last year 607 students who were carrying on their studies beyond the Matriculation stage, a proportion that works out at 1.1 per thousand. This proportion is rapidly increasing and, moreover, the total given above does not include the very considerable number of Cape students pursuing their professional studies in Great Britain. In this connection, however, it must be remembered that the white population in South Africa occupies a peculiar social position, and that a much higher proportion of such students should be expected than would be found under ordinary European conditions.

ELSENBURG SCHOOL OF AGRICULTURE.—This institution no longer falls to be reported on, as at 1st July, 1905, it was transferred to the Agricultural Department.

XII. FINANCE.

APPORTIONMENT OF EDUCATION VOTE.—The expenditure on education is rapidly approaching half a million sterling per annum, and when the new Act comes into operation, a large increase in expenditure may be expected. In the financial year ending 30th June, 1905, the total expenditure reached £447,796 5s. 6d., being an increase of £69,115 13s. 7d. on that for the previous year. An analysis of this expenditure is given in the table below, where for purposes of comparison the corresponding figures for 1903-4 are also given.

Item.	1903-4.			1904-5.			Increase.		
A. Office (Administration) ...	£8,836	13	7	9,300	9	7	463	16	0
B. Inspection ...	23,464	17	9	26,636	12	9	3,171	15	0
C. Higher Education ...	20,913	10	0	24,765	4	9	3,851	14	9
D. Training of Teachers ...	32,842	3	3	37,400	8	8	4,558	5	5
E. Schools ...	292,623	7	4	349,693	9	9	57,070	2	5
Totals	£378,680	11	11	447,796	5	6	69,115	13	7

There is cause for some satisfaction in the fact that of the increase of £69,115 no less than £57,070, or roughly speaking five-sixths, was expended directly on schools. The very small increase in the expenditure on the Office is noteworthy, if for no other reason than that considerable increase must be expected there in the near future.

Taking the main heads of expenditure again and resolving the amounts into percentages, we find the comparative expenditure to be as follows. The figures for 1904 are also given:—

Item.	1903-4.	1904-5.	Increase.
E. Schools ...	77.26	78.15	0.89
D. Training of Teachers ...	8.67	8.35	-0.32
B. Inspection ...	6.20	5.94	-0.26
C. Higher Education ...	5.52	5.55	0.03
A. Office (Administration)	2.33	2.08	-0.25

The evidence of growth in schools is brought out here again, as the increase of 0.89 per cent. is much the largest in the table.

RATE OF GRANT PER PUPIL.—If we leave out of account the expenditure on Administration, Inspection, Higher Education, and Training of Teachers, and concern ourselves only with the amount expended on Schools proper, we find the average cost to Government per scholar to be £2 11s. 7½d., as against £2 6s. 1½d. in 1903-4. This result is obtained on a survey of all schools: it conveys more information, however, to give the expenditure for the several classes of schools separately:—

Class of School.	Government Grant per Pupil present at Inspection.	
	1903-4.	1904-5.
First-Class Public ...	£4 1 7½	£4 13 9
Private Farm ...	2 13 4½	2 13 9
Second-Class School ...	2 13 0½	2 17 9
Poor ...	2 10 11½	2 13 5
Third-Class Public ...	2 2 2¼	2 5 7
Aborigines' ...	0 13 9¾	0 14 4
Mission ...	0 13 4½	0 13 8.

It will be observed that there has been a considerable increase in the cost of pupils in First-Class Schools. There are now 86 schools of this type, 35 of which are graded as High Schools, with a total enrolment of 17,119 pupils. The increase in cost is to a certain extent due to the greatly improved housing of many of these schools, which has resulted in increased loan charges. It is also due in part to the broadening of the curriculum. The average total expenditure per pupil from all sources in these schools is probably from £10 to £12 a year. For this amount a sound education of a useful and not illiberal type is provided, planned to extend to the scholar's 16th or 17th year. The educational system of the country hinges so largely on these schools that the present cost to Government cannot be regarded as disproportionate.

XIII.—SUMMARY AND CONCLUSION.

In the following summary the leading facts, detailed in the previous sections, are briefly reviewed for the convenience of the general reader.

Under *Administration* the great event to be recorded is the passing of the School Board Act superseding the Act of 1865, and

marking the beginning of a new era of educational administration. Of the 103 school districts into which the Colony has consequently been divided, 100 have already been provided with school boards. The *Supply of Schools* shows the remarkable increase of 297, being the largest increase on record and exceeding last year's increase, also a record, by 132. In *Enrolment* there has been an increase of 5,730 a considerable but not a striking improvement, a satisfactory feature being the large proportion of white children. As regards *Attendance* there has been a gratifying advance of 1.1 per cent., and the average attendance stands now at the very satisfactory percentage of 83.55. There has been an increase of 10 per cent. in the average attendance during the last twelve years,—a result which, in view of the absence of a compulsory attendance act, is decidedly pleasing. As regards the *Attainments of the Pupils*, the position disclosed cannot yet be regarded without concern. The percentage of white pupils above Standard IV. is only 15.9. A greater belief in education among the community, and what it can do for the child, is required as the first condition of improving the present state of matters. Concerning the *Character of the Education* given the chief advance to be recorded for the year has been the putting of the instruction in Drawing and Domestic Economy on a sounder basis. Noteworthy progress has also been made in the teaching of Science, and there has been a marked increase in the number of candidates for the Science Examinations. As regards *Teachers*, the supply of certificated elementary teachers from Colonial sources is not unsatisfactory when all the circumstances are taken into account. The percentage of Certificated Teachers has risen by 1.4, and now stands at 51.41. There is, however, a quite inadequate supply of South African teachers with higher qualifications. The progress made in regard to *School Libraries* is very satisfactory. Though the erection of new *School Buildings* has been proceeding at a rapid rate throughout the Colony, yet it cannot keep pace with the demand. It is gratifying to observe that many of our new buildings are of a very creditable character. The chief facts in connection with *University Education* are a very fair increase in the number of students, the satisfactory progress that is being made by the Rhodes University College, and the institution of courses for medical and engineering students. As regards *Finance* there has been a considerable increase in expenditure, but nearly all the additional expenditure has gone direct to schools; the proportion spent on administration again shows a diminution.

In conclusion I may be permitted to state that I have made this report as full and complete as possible in regard to all useful statistical details, with the desire, in the first place, that it may be of service to the new School Boards in beginning their work, and, in the second place, that it may form an accurate record of the position of state-aided education in Cape Colony at this turning point in its history.

I have the honour to be,

Sir,

Your obedient Servant,

THOS. MUIR,

Superintendent-General
of Education,

SCHOOL BOARD ACT, 1905.

TABLE giving details regarding Constitution of School Districts and Formation of School Boards.

NOTE.—In examining the column headed "Children unaccounted for," it should be borne in mind (a) that pupils educated at home are not taken into account, no reliable statistics being available; (b) that the enrolment in Aided and Private Schools includes some pupils below and many pupils above the age period of 5 to 14. Further, the presence of boarders in several schools materially affects the position of certain Divisions; e.g., in the Aided Schools enrolment for the Paarl, 757 boarders are included. Only European children are dealt with in this Table.

FISCAL DIVISION.	SCHOOL DISTRICT.	AREA.	Extent of Area (sq. Miles).	Proclamation No. and Date.	Date of First Meeting.	No. of Members of Board.	Population (Census, April, 1904).		Aided Schools Enrolment, 31st Dec., 1905.	Private Schools Enrolment (Census, April, 1904).	Total Enrolment.	Children unaccounted for.
							Total European.	Euro-peans, 5-14.				
Aberdeen	Aberdeen	The Fiscal Division of Aberdeen. (The Municipality of Aberdeen is included in this area.)	2,645	380	23-2-06	9	4,431	1,236	381	195	576	660
Albany	Albany (Divisional)	The Fiscal Division of Albany, excluding the Municipality of Grahamstown. (The Village Management Board area of Salem is included in this area.)	1,680	443	23-2-06	12	3,192	823	420	833	2,545	2
				1-12-05	15	7,283	1,724	1,292				
Albert	Albert (Divisional)	The Fiscal Division of Albert, excluding the Municipality of Burghersdorp and the Magisterial area of Venterstad.	1,958	443	1-12-05	12	3,985	1,418	322	46	601	1,135
				1-12-05	9	1,126						
				1-12-05	9	1,283	318						233
Alexandria	Alexandria	The Fiscal Division of Alexandria. (The Village Management Board areas of Alexandria and Paterson are included in this area.)	952	370	16-2-06	9	2,606	731	277	15	292	439
Aliwal North	Aliwal North (Divisional)	The Field-Cornetcies of Aliwal North, Barnard Spruit, Buffel's Valley and Klip Spruit. (The Municipality of Aliwal North and the Village Management Board area of Jamestown are included in this area.)	1,330	27	20-4-06	15	4,010	1,617	949	100	1,049	568
				25-1-06	9	1,959						
Barkly East	Barkly East	The Fiscal Division of Barkly East. (The Municipality of Barkly East and the Village Management Board area of Rhodes are included in this area.)	1,564	5	24-4-06	12	4,303	1,181	573	16	589	592
				5-1-06	9	4,533	1,205						397	37	434	771
Barkly West	Barkly West	The Fiscal Division of Barkly West. (The Village Management Board areas of Barkly West, Boetsap and Daniel's Kuil are included in this area.)	4,024	381	27-1-06	9	4,533	1,205	397	37	434	771
Bathurst	Bathurst	The Fiscal Division of Bathurst. (The Municipalities of Bathurst and Port Alfred are included in this area.)	573	443	3-4-06	9	2,014	428	259	27	286	142
Beaufort West	Beaufort West (Divisional)	The Fiscal Division of Beaufort West, excluding the Municipality of Beaufort West.	6,374	443	1-12-05	9	2,633	701	157	91	631	623
				1-12-05	9	2,633						
				1-12-05	12	2,208	553					

[G. 5-1906.]

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TABLE giving details regarding Constitution of School Districts and Formation of School Boards.—Continued.

FISCAL DIVISION.	SCHOOL DISTRICT.	AREA.	Extent of Area (sq. Miles).	Proclamation No. and Date.	Date of First Meeting.	No. of Members of Board.	Population (Census, April, 1904).		Aided Schools Enrolment, 31st Dec., 1905.	Private Schools Enrolment (Census, April, 1904).	Total Enrolment.	Children unaccounted for.
							Total European.	Europeans, 5-14.				
Bedford	Bedford	The Fiscal Division of Bedford. (The Municipality of Bedford is included in this area.)	1,225	321 29-9-05	3-3-06	9	2,337	562	293	46	339	223
Bredasdorp	Bredasdorp	The Fiscal Division of Bredasdorp. (The Village Management Board areas of Bredasdorp and Napier are included in this area.)	1,577	324 10-10-05	23-1-06	12	4,264	1,098	458	50	508	590
Britstown	Britstown	The Fiscal Division of Britstown. (The Municipalities of Britstown and De Aar are included in this area.)	3,259	370 21-10-05	26-1-06	9	3,688	878	341	46	387	491
Caledon	Caledon	The Fiscal Division of Caledon. (The Municipalities of Caledon, Greytown, Hermannus and Villiersdorp, and the Village Management Board area of Stanford are included in this area.)	1,772	474 20-12-05	3-4-06	18	8,345	2,161	1,263	34	1,297	864
Calvinia	Calvinia (Divisional)	The Field-Cornetries of Voor Hantam, Achter Hantam, North Onder Roggeveld, and South Onder Roggeveld. (The Municipality of Calvinia and the Village Management Board areas of Brandvley and Loeriesfontein are included in this area.)	13,894	59 15-2-06	18-4-06	12	3,568	1,600	444	8	452	1,148
	Nieuwoudtville (Divisional)	The Field-Cornetries of North Onder Bokkeveld and South Onder Bokkeveld.		59 15-2-06	20-4-06	9	2,262					
Cape	Cape	The Fiscal Division of the Cape	663	293 9-9-05	2-2-06	18	120,475	19,549	11,343	2,241	13,584	5,965
Carnarvon	Carnarvon	The Fiscal Division of Carnarvon. (The Municipality of Carnarvon is included in this area.)	6,286	321 29-9-05	23-1-06	12	2,746	790	229	22	251	539
Cathcart	Cathcart	The Fiscal Division of Cathcart. (The Municipality of Cathcart is included in this area.)	995	321 29-9-05	16-2-06	9	2,628	647	362	15	377	270
Ceres	Ceres	The Fiscal Division of Ceres. (The Municipalities of Ceres and Prince Alfred's Hamlet are included in this area.)	3,871	293 9-9-05	23-1-06	12	3,360	861	376	0	376	485
Clanwilliam	Clanwilliam	The Fiscal Division of Clanwilliam. (The Municipality of Clanwilliam is included in this area.)	2,899	293 9-9-05	15-12-05	12	4,746	1,293	403	107	510	783
Colesberg	Colesberg (Divisional)	The Fiscal Division of Colesberg, excluding the Municipality of Colesberg.	2,394	293 9-9-05	23-12-05	9	3,835	850	331	128	582	403
	Colesberg (Municipal)	The Municipality of Colesberg		293 9-9-05	12-12-05	9	974	135	123			
Cradock	Cradock (Magisterial)	The Field-Cornetries of Cradock, Blauw Krantz, Vlekpoort, Visch Rivier and Achter Sneeuwberg. (The Municipality of Cradock is included in this area.)	3,048	27 25-1-06	20-3-06	12	6,518	2,074	977	24	1,001	1,073
	Maraisburg (Magisterial)	The Field-Cornetcy of Maraisburg. (The Municipality of Maraisburg is included in this area.)		27 25-1-06	25-4-06	9	1,203					
East London	East London	The Fiscal Division of East London. (The Municipalities of East London and Cambridge, and the Village Management Board areas of Amalinda and Maclean Town are included in this area.)	682	476 19-12-05	26-4-06	18	19,793	4,040	1,942	745	2,687	1,353
Fort Beaufort	Fort Beaufort	The Fiscal Division of Fort Beaufort. (The Municipalities of Fort Beaufort and Adelaide and the Village Management Board areas of Blinkwater and Healdtown are included in this area.)	860	443 1-12-05	10-4-06	12	3,699	978	411	228	639	339

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TABLE giving details regarding Constitution of School Districts and Formation of School Boards.—Continued.

FISCAL DIVISION.	SCHOOL DISTRICT.	AREA.	Extent of Area (sq. Miles).	Proclamation No. and Date.	Date of First Meeting.	No. of Members of Board.	Population (Census, April, 1904).		Aided Schools Enrolment, 31st Dec., 1905.	Private Schools Enrolment (Census, April, 1904).	Total Enrolment.	Children unaccounted for.
							Total European.	Europeans, 5-14.				
Fraserburg	Fraserburg (Divisional)	The Field-Cornetries Nos. 1, 2 and 6. (The Municipality of Fraserburg is included in this area.)	9,950	443 1-12-05	23-2-06	9	2,310	1,193	160	117	277	916
	Williston (Divisional)	The Field-Cornetries Nos. 3, 4 and 5. (The Municipality of Williston is included in this area.)		443 1-12-05	23-2-06	6	1,809					
George	George	The Fiscal Division of George. (The Municipality of George and Paaltdorp Village Management Board area are included in this area.)	979	293 9-9-05	13-1-06	12	6,582	1,928	1,034	74	1,108	820
Glen Grey	Lady Frere (Municipal)	The Municipality of Lady Frere	878	324 10-10-05	16-2-06	6	263	172	*80	...	80	92
Gordonia	Gordonia	The Fiscal Division of Gordonia. (The Municipality of Upington and the Village Management Board area of Keimoes are included in this area.)	18,499	321 29-9-05	23-1-06	9	1,712	466	106	55	161	305
Graaff-Reinet	Graaff-Reinet	The Fiscal Division of Graaff-Reinet. (The Municipalities of Graaff-Reinet, Adendorp and New Bethesda are included in this area.)	2,692	443 1-12-05	10-4-06	15	7,830	2,041	1,391	225	1,616	425
Hanover	Hanover	The Fiscal Division of Hanover. (The Municipality of Hanover is included in this area.)	2,082	293 9-9-05	2-2-06	9	1,888	463	190	38	228	235
Hay	Hay	The Fiscal Division of Hay. (The Village Management Board areas of Griquatown and Postmasburg are included in this area.)	6,526	321 29-9-05	22-3-06	12	4,779	1,468	282	165	447	1,021
Herbert	Herbert	The Fiscal Division of Herbert. (The Municipality of Douglas is included in this area.)	2,763	293 9-9-05	2-2-06	9	2,858	821	163	...	163	661
Herschel	Herschel (Divisional)	The Fiscal Division of Herschel	684	444 1-12-05	12-3-06	9	279	63	30	...	30	33
Hopetown	Hopetown (Divisional)	The Field-Cornetries of North Middenveld, De Hoek, De Hoop and Hopetown. (The Municipality of Hopetown is included in this area.)	3,214	370 21-10-05	12-3-06	9	1,970	853	244	14	258	595
	Strydenburg (Divisional)	The Field-Cornetries of Beervlei and South Middenveld. (The Village Management Board area of Strydenburg is included in this area.)		370 21-10-05	23-1-06	6	1,155					
Humansdorp	Humansdorp	The Fiscal Division of Humansdorp. (The Municipalities of Humansdorp and Hankey are included in this area.)	1,950	380 30-10-05	2-2-06	9	5,120	1,375	660	5	665	710
Jansenville	Jansenville	The Fiscal Division of Jansenville. (The Municipality of Jansenville is included in this area.)	1,923	324 10-10-05	22-1-06	9	5,188	1,454	503	57	560	894
Kenhardt	Kenhardt	The Fiscal Division of Kenhardt. (The Village Management Board area of Kenhardt is included in this area.)	15,955	380 30-10-05	2-2-06	12	3,901	1,178	380	191	571	607
Kimberley	Kimberley	The Fiscal Division of Kimberley. (The Municipalities of Beaconsfield and Kimberley, and the Village Management Board area of Warrenton are included in this area.)	1,764	381 30-10-05	6-2-06	18	20,400	4,555	2,429	764	3,193	1,362
King William's Town	King William's Town	The Fiscal Division of King William's Town. (The Municipalities of King William's Town and Kei-kama Hoek, and the Village Management Board areas of Berlin, Braunschweig, Breidbach, Frankfort, Hanover, Peilton, Pirie and Umnxesha are included in this area.)	1,314	476 19-12-05	2-4-06	15	10,250	2,671	1,689	293	1,982	689

* This includes 18 children in the rural area.

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TABLE giving details regarding Constitution of School Districts and Formation of School Boards.—Continued.

FISCAL DIVISION.	SCHOOL DISTRICT.	AREA.	Extent of Area (sq. Miles).	Proclamation No. and Date.	Date of First Meeting.	No. of Members of Board.	Population (Census, April, 1904).		Aided Schools Enrolment, 31st Dec., 1905.	Private Schools Enrolment (Census, April, 1904).	Total Enrolment.	Children unaccounted for.
							Total European.	Euro-peans, 5-14.				
Knysna	Knysna	The Fiscal Division of Knysna. (The Municipality of Knysna is included in this area.)	810	86 19-3-06	...	12	4,621	1,311	847	23	870	441
Komgha	Komgha	The Fiscal Division of Komgha. (The Municipality of Komgha is included in this area.)	546	293 9-9-05	23-1-06	9	1,642	412	159	11	170	242
Ladismith	Ladismith	The Fiscal Division of Ladismith. (The Municipality of Ladismith and the Village Management Board Area of Buffelsfontein are included in this area.)	1,256	324 10-10-05	23-2-06	9	4,926	1,357	670	48	718	639
Laingsburg	Laingsburg	The Fiscal Division of Laingsburg. (The Municipality of Laingsburg is included in this area.)	3,483	324 10-10-05	23-1-06	9	*	*	272	...	272	-722
Mafeking	Mafeking	The Fiscal Division of Mafeking. (The Municipality of Mafeking is included in this area.)	4,265	293 9-9-05	13-12-05	9	2,516	609	203	78	281	328
Malmesbury	Malmesbury (Divisional)	The Field-Cornetcies of Malmesbury, Zwartland, Middel Zwartland, Honing Berg, Achter Riebeeck's Kasteel, Voor Riebeeck's Kasteel, Before Zwartland, Paardenburg and Mossel Bank's Rivier. (The Municipality of Malmesbury and the Village Management Board areas of Moorreesburg, Riebeeck West and Riebeeck's Kasteel are included in this area.)	2,329	59 15-2-06	27-4-06	12	8,460	3,656	2,015	231	2,246	1,410
	Hopefield (Divisional)	The Field-Cornetcies of St. Helena Bay, Saldanha Bay, Zout Rivier, Schryver's Hoek, Zwart Water, Groene Kloof and Groene Kloof West. (The Village Management Board areas of Hopefield, Darling and Vredenburg are included in this area.)		59 15-2-06	8-5-06	12	5,147					
Middelburg	Middelburg	The Fiscal Division of Middelburg. (The Municipality of Middelburg is included in this area.)	2,222	321 29-9-05	23-1-06	12	10,173	1,377	594	60	654	723
Molteno	Molteno (Divisional)	The Fiscal Division of Molteno, excluding the Municipality of Molteno.	714	293 9-9-05	4-4-06	9	2,413	645	191	109	521	400
	Molteno (Municipal)	The Municipality of Molteno		293 9-9-05	20-3-06	9	1,072	276	221			
Montagu	Montagu	The Fiscal Division of Montagu. (The Municipality of Montagu is included in this area.)	876	321 29-9-05	5-2-06	9	*	*	489	...	489	-489
Mossel Bay	Mossel Bay (Divisional)	The Fiscal Division of Mossel Bay, excluding the Municipality of Mossel Bay. (The Village Management Board area of Herbertsdale is included in this area.)	707	321 29-9-05	3-2-06	9	3,608	992	602	...	602	390
	Mossel Bay (Municipal)	The Municipality of Mossel Bay		321 29-9-05	30-1-06	6	1,657	334	243	...	243	91
Murraysburg	Murraysburg	The Fiscal Division of Murraysburg. (The Municipality of Murraysburg is included in this area.)	2,035	321 29-9-05	17-2-06	9	1,619	393	243	51	294	99

* These Fiscal Divisions having been constituted subsequent to the Census, details under all the heads are not available separately, but are included in the areas out of which these new Divisions have been formed.

TABLE giving details regarding Constitution of School Districts and Formation of School Boards.—Continued.

FISCAL DIVISION.	SCHOOL DISTRICT.	AREA.	Extent of Area (sq. Miles).	Proclamation No. and Date.	Date of First Meeting.	No. of Members of Board.	Population (Census, April, 1904).		Aided Schools Enrolment, 31st Dec., 1905.	Private Schools Enrolment (Census, April, 1904).	Total Enrolment.	Children unaccounted for.
							Total European.	Euro-peans, 5-14.				
Namaqualand	Springbokfontein (Magisterial)	The Magisterial area of Springbokfontein	17,556	27 25-1-06	26-4-06	9	5,004	1,285	219	54	273	1,012
	Port Nolloth (Magisterial)	The Magisterial area of Port Nolloth		27 25-1-06	17-5-06	6						
	Garies (Magisterial)	The Magisterial area of Garies		27 2-4-06	6							
Oudtshoorn	Oudtshoorn (Divisional)	The Fiscal Division of Oudtshoorn, excluding the Municipality of Oudtshoorn. (The Village Management Board Areas of Calitzdorp, Dysveldorp and De Rust are included in this area.)	1,653	443 1-12-05	10-4-06	9	11,066	3,186	1,663	200	2,520	1,748
	Oudtshoorn (Municipal)	The Municipality of Oudtshoorn		443 3-4-06	9	4,145	1,082	657				
Paarl	Paarl (Divisional)	The Field-Cornetcies of North Paarl, South Paarl, Achter Paarl, Paardenberg, Groot Drakenstein and Klein Drakenstein. (The Municipality of Paarl is included in this area.)	610	476 19-12-05	27-4-06	12	7,352	2,753	3,002	268	3,270	-517
	Wellington (Divisional)	The Field-Cornetcies of Wellington, Groenberg, Wagenmaker's Vallei and Dal Josaphat. (The Municipality of Wellington is included in this area.)		476 19-12-05	12-3-06	12	3,983					
	French Hoek (Divisional)	The Field-Cornetcy of French Hoek. (The Municipality of French Hoek is included in this area.)		476 19-12-05	23-2-06	9	1,103					
Peddie	Peddie	The Fiscal Division of Peddie. (The Municipality of Peddie is included in this area.)	657	370 21-10-05	23-1-06	9	1,379	375	246	...	246	129
Philipstown	Philipstown (Magisterial)	The Field-Cornetcies of Philipstown, Potgieter, McNaughton and De Aar. (The Municipality of Philipstown is included in this area.)	2,540	293 9-9-05	15-12-05	9	1,831	829	325	...	325	504
	Petrusville (Magisterial)	The Field-Cornetcies of Venter and Petrusville. (The Municipality of Petrusville is included in this area.)		293 9-9-05	2-12-05	9	1,296					
Piquetberg	Piquetberg	The Fiscal Division of Piquetberg. (The Municipalities of Piquetberg and Porterville are included in this area.)	1,760	380 30-10-05	23-2-06	12	8,892	2,550	1,070	46	1,116	1,434
Port Elizabeth	Port Elizabeth	The Fiscal Division of Port Elizabeth. (The Municipalities of Port Elizabeth and Walmer are included in this area.)	176	380 30-10-05	6-3-06	18	23,892	4,281	2,472	488	2,960	1,321
Prieska	Prieska	The Fiscal Division of Prieska. (The Municipality of Prieska is included in this area.)	5,643	321 29-9-05	16-2-06	12	2,956	859	367	42	409	450
Prince Albert	Prince Albert	The Fiscal Division of Prince Albert. (The Municipality of Prince Albert is included in this area.)	3,148	370 21-10-05	16-2-06	9	5,166	1,453	344	104	448	1,005
Queenstown	Queenstown	The Fiscal Division of Queenstown. (The Municipalities of Queenstown and Sterkstroom and the Village Management Board areas of Hackney, Kamastone, Lesseyton and Whittlesea are included in this area.)	1,749	443 1-12-05	22-3-06	15	8,685	2,022	835	309	1,144	878
Richmond	Richmond	The Fiscal Division of Richmond. (The Municipality of Richmond is included in this area.)	2,842	321 29-9-05	2-2-06	9	1,862	433	186	37	223	210

TABLE giving details regarding Constitution of School Districts and Formation of School Boards.—Continued.

FISCAL DIVISION.	SCHOOL DISTRICT.	AREA.	Extent of Area (Sq. Miles).	Proclamation No. and Date.	Date of First Meeting.	No. of Members of Board.	Population (Census, April, 1904).		Aided Schools Enrolment, 31st Dec., 1905.	Private Schools Enrolment (Census, April, 1904).	Total Enrolment.	Children unaccounted for.
							Total European.	Euro-peans, 5-14.				
Riversdale	Riversdale	The Fiscal Division of Riversdale. (The Municipality of Riversdale and the Village Management Board area of Albertinia are included in this area.)	1,712	324 10-10-05	27-1-06	9	7,944	2,139	1,062	93	1,155	984
Robertson	Robertson	The Fiscal Division of Robertson. (The Municipality of Robertson and the Village Management Board area of Lady Grey are included in this area.)	650	293 9-9-05	12-12-05	9	8,446	2,319	899	145	1,044	1,275
Somerset East	Somerset East (Divisional)	The Fiscal Division of Somerset East, excluding the Field-Cornetcy of Vogel River. (The Municipality of Somerset East is included in this area.)	2,941	458 7-12-05	23-2-06	12	6,074	2,125	943	35	978	1,147
	Pearston (Divisional) ...	The Field-Cornetcy of Vogel River. (The Municipality of Pearston is included in this area.)		458 7-12-05	23-2-06	9	1,769					
Stellenbosch	Stellenbosch	The Fiscal Division of Stellenbosch. (The Municipalities of Stellenbosch, Somerset West and Somerset West Strand, and the Village Management Board area of Gordon's Bay are included in this area.)	318	476 19-12-05	23-2-06	18	8,672	1,737	1,551	41	1,592	145
Steynsburg	Steynsburg	The Fiscal Division of Steynsburg. (The Municipality of Steynsburg is included in this area.)	1,113	321 29-9-05	23-1-06	9	2,994	798	200	67	267	531
Stockenstrom	Stockenstrom	The Fiscal Division of Stockenstrom	314	136 27-4-06	...	12	1,868	522	314	72	386	136
Stutterheim	Stutterheim	The Fiscal Division of Stutterheim. (The Municipality of Stutterheim and the Village Management Board area of Emgwali are included in this area.)	629	293 9-9-05	16-2-06	9	2,207	646	318	0	318	328
Sutherland	Sutherland	The Fiscal Division of Sutherland. (The Municipality of Sutherland is included in this area.)	3,426	321 29-9-05	17-2-06	9	2,829	830	110	65	175	655
Swellendam	Swellendam	The Fiscal Division of Swellendam. (The Municipalities of Swellendam and Heidelberg and the Village Management Board Areas of Barrydale and Zuurbraak are included in this area.)	2,362	380 30-10-05	2-2-06	12	7,644	2,092	938	88	1,026	1,066
Tarka	Tarka	The Fiscal Division of Tarka. (The Municipality of Tarkastad is included in this area.)	1,427	5 5-1-06	29-3-06	18	3,350	874	366	19	385	489
Tulbagh	Tulbagh	The Fiscal Division of Tulbagh. (The Municipality of Tulbagh and the Village Management Board area of Wolsey are included in this area.)	373	443 1-12-05	13-3-06	9	2,311	553	308	14	322	231
Uitenhage	Uitenhage	The Fiscal Division of Uitenhage. (The Municipality of Uitenhage is included in this area.)	2,973	370 21-10-05	14-3-06	15	12,560	3,165	1,551	100	1,651	1,514
Uniondale	Uniondale	The Fiscal Division of Uniondale. (The Municipality of Uniondale and the Village Management Board area of Haarlem are included in this area.)	1,690	324 10-10-05	17-2-06	9	5,057	1,389	831	47	878	541
Vau Rhynsdorp	Van Rhynsdorp	The Fiscal Division of Van Rhynsdorp. (The Village Management Board area of Van Rhynsdorp is included in this area.)	5,026	293 9-9-05	12-1-06	9	2,733	770	195	17	212	558
Victoria East	Victoria East	The Fiscal Division of Victoria East. (The Municipality of Alice is included in this area.)	384	443 1-12-05	22-3-06	9	1,574	452	257	14	271	181

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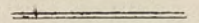
TABLE giving details regarding Constitution of School Districts and Formation of School Boards.—Continued.

FISCAL DIVISION.	SCHOOL DISTRICT.	AREA.	Extent of Area (Sq. Miles).	Proclamation No. and Date.	Date of First Meeting.	No. of Members of Board.	Population (Census, April, 1904).		Aided Schools Enrolment, 31st Dec., 1905.	Private Schools Enrolment (Census, April, 1904).	Total Enrolment.	Children unaccounted for.
							Total European.	Euro-peans, 5-14.				
Victoria West	Victoria West	The Fiscal Division of Victoria West. (The Municipalities of Victoria West, Loxton and Vosburg are included in this area.)	4,254	370 21-10-05	23-1-06	12	3,624	1,002	544	130	674	328
Vryburg	Vryburg and Taungs (Magisterial).	The Field-Cornetcies, Nos. 2, 3, 4, 5, 6, 7 and 8 of the Fiscal Division of Vryburg.	28,760	293 9-9-05	2-12-05	12	2,891	1,092	204	105	462	914
	Kuruman (Magisterial) ...	The Field-Cornetcies, Nos. 9, 10, 11, 12 and 13 of the Fiscal Division of Vryburg.		293 9-9-05	23-1-06	9	1,126	...	...	
	Vryburg (Municipal)	The Municipality of Vryburg.		293 9-9-05	9-12-05	9	1,123	284	153			
Willowmore	Willowmore	The Fiscal Division of Willowmore	3,498	...	...	12	5,832	1,656	801	139	940	716
Wodehouse	Wodehouse (Divisional) ...	The Fiscal Division of Wodehouse, excluding the Municipality of Indwe. (The Municipality of Dordrecht is included in this area.)	1,592	476 19-12-05	26-2-06	12	6,177	1,789	886	93	1,089	881
	Indwe (Municipal)	The Municipality of Indwe.		476 19-12-05	2-4-06	6	847	181	110			
Worcester	Worcester	The Fiscal Division of Worcester. (The Municipality of Worcester and the Village Management Board area of Rawsonville are included in this area.)	1,667	370 21-10-05	17-2-06	15	7,974	1,808	1,344	94	1,438	370
Totals	562,393	130,848	66,300	10,589	76,889	53,959

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INDEX TO REPORTS
OF THE DEPARTMENT OF EDUCATION

ANNEXURE I.



REPORTS

OF

INSPECTORS, INSTRUCTORS AND INSTRUCTRESSES

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1.—INSPECTOR BARTMANN'S REPORT.

[CIRCUIT.—HUMANSDORP, KNYSNA AND UNIONDALE.]

SIR,—I have the honour to submit my report for the year ended 30th September, 1905, for the Circuit comprising the above-mentioned districts.

I. *Administration.*—During the Fourth Quarter (October to December, 1904) the inspection of all High Schools in the Eastern Province was carried out in conjunction with Inspector Young and the local Inspectors; two Private Farm schools in Humansdorp were inspected, and one informal visit was paid to the Independent Mission School at Kruisfontein. There was sufficient time left also to examine the practical work of the Pupil Teachers at Uniondale. Inspector Freeman examined the Pupil Teachers at Knysna and Wittedrift. The First Quarter of the present year was mainly devoted to the inspection of schools in the division of Knysna, and during the Second Quarter the Uniondale schools were inspected as well as three schools in the Zitsikama, Humansdorp. All the remaining schools in Humansdorp excepting six were inspected during the Third Quarter.

II. *Supply of Schools.*—Table A shows the number of schools of different classes in operation at the end of the Third Quarter of the year 1905. For purposes of comparison the corresponding totals of 1904 are likewise given.

Table B gives the statistics of schools opened and closed during the period under review.

A.—NUMBER OF SCHOOLS.

DIVISION.	A 2.	A 3.	P.F.	Poor.	B.	Total, 1905.	Total, 1904.	Increase.
Humansdorp	1	14	11	10	8	44	41	3
Knysna	2	5	3	18	4	32	32	...
Uniondale	1	18	1	12	4	36	31	5
Totals, 1905	4	37	15	40	16	112	...	...
Do., 1904	4	32	15	38	15	...	104	...
Increase ... ..	...	5	...	2	1	...	...	8

B.—SCHOOLS OPENED AND CLOSED.

(1) *Schools Opened.*

DIVISION.	A 3.	P.F.	Poor.	B.	Total, 1905.	Total, 1904.	Increase.
Humansdorp	2	4	1	3	10	* 9	1
Knysna	1	3	1	1	6	6	...
Uniondale	3	1	3	1	8	9	-1
Schools Opened : Totals	6	8	5	5	24	24	...

(2) *Schools Closed.*

Humansdorp	1	4	...	2	7	9	-2
Knysna ... ..	...	2	2	2	6	2	4
Uniondale	1	1	1	...	3	6	-3
Schools Closed : Totals	2	7	3	4	16	17	-1
Result of Reclassification	1	-1	...	...	...	...	...
Net Increase	5	...	2	1	8	...	...

* These figures are for the period 1st July, 1903, to 30th June, 1904.

The above tables indicate that there has been a gain of 8 schools in the Circuit. Humansdorp contributes 3 and Uniondale 5, whilst Knysna remains unaltered. It is not surprising that Knysna remains stationary, as this Division is already well supplied with schools. Humansdorp could show a still more substantial increase, whilst Uniondale has at last awakened from its slumbers and now keeps pace with the general growth. Next year this last-named Division will show up well under this heading. On the whole there has been a gain of 5 schools in the A 3, 2 in the Poor, and 1 in the B class, and no loss of any kind as compared with last year's results.

III. *Enrolment and Attendance.*—Table C gives the average enrolment for the Third Quarters of 1904 and 1905, as well as the increase or decrease per cent. in the different Divisions, and in the whole Circuit for 1905.

C.—ENROLMENT.

DIVISION.	White.		Increase.	Coloured.		Increase.	Total.		Increase.	Percentage Increase, 1905.	Percentage Increase, 1904.
	1905.	1904.		1905.	1904.		1905.	1904.			
Humansdorp ...	688	603	85	557	477	80	1245	1080	165	15.2	14.3
Knysna ...	876	823	53	218	211	7	1094	1034	60	5.8	10.8
Uniondale ...	861	759	102	302	301	1	1163	1060	103	9.7	10.2
Totals ...	2425	2185	240	1077	989	88	3502	3174	328	...	...
Percentage Increase, 1905	...	...	10.9	...	...	8.8	...	...	...	10.3	...
Percentage Increase, 1904	...	...	11.5	...	...	-16.7	...	...	...	...	6

D.—AVERAGE ATTENDANCE.

DIVISION.	Pupils Enrolled.	Average Attendance.	Percentage, 1905.	Percentage, 1904.
Humansdorp ...	1245	1064	85.4	85.1
Knysna ...	1094	939	84.9	85.0
Uniondale ...	1163	991	85.2	86.0
Totals, 1905	3502	2994	85.4	...
Do. 1904	3128	2721	...	86.9

From the above table it will be seen that Humansdorp heads the list this year with an increased percentage of 15.2. Last year this Division showed an ugly negative result owing to a fall in the Coloured enrolment. It is pleasing to note that no negative figures have to be recorded this year for any of the Divisions, and had the report covered the Fourth Quarter as well the increase all round would have been more marked, as the greatest activity in opening schools was shown during the last quarter.

From the report of the Director of the Census we get certain figures which assist us in showing the actual state of affairs as far as school attendance is concerned. Reckoning 15.5 per cent. of the population as the proportion of school-going age we can form an approximate estimate of the number of children who receive instruction. A good number of pupils attend private schools, and it is therefore impossible to give anything like an accurate statement.

The annexed table shows the population, White and Coloured, the number of children who should be enrolled, and the actual number enrolled, as well as the percentage.

DIVISION.	Population.		Number of children of school going age.		Number of children in actual attendance.		Percentage of children in attendance.	
	White.	Coloured.	White.	Coloured.	White.	Coloured.	White.	Coloured.
Humansdorp ...	5,115	8,886	1,063	1,377	688	557	64.7	40.4
Knysna ...	4,599	4,734	713	734	876	218	122.8	29.7
Uniondale	5,056	4,376	784	678	861	302	108.5	44.5

The results for White children in Knysna and Uniondale are very satisfactory, whilst Humansdorp comes out rather low. The Coloured enrolment all round should be much higher.

IV. *Schools Inspected.*—During the period under review 107 schools were inspected. Of these, 2 schools were inspected twice, only the latter inspection being reckoned in the total number given. As stated under the first heading, 12 High Schools in the Eastern Province were also inspected during the fourth quarter in conjunction with Inspector Young. Thirteen informal visits were paid. No notable irregularities were observed in White schools, whilst in Native schools in almost every case the attendance was disappointing.

V. *Pupils' Attainments at Inspection.*—Tables E and F give for each class of school, the number of schools inspected, the enrolment at the date of inspection, the number of pupils and pupil teachers present at inspection, the classification after inspection and the percentage of pupils above Standard IV.; also the relative percentages for the years 1905 and 1904.

E.—CLASSIFICATION OF PUPILS.

CLASS OF SCHOOL.	Number of Schools Inspected.	Pupils Enrolled.	Pupils Present.	Sub-Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Pupil Teachers.	Unclassified.	Percentage above Standard IV.
A 2 ...	4	431	425	115	38	60	37	47	53	23	16	5	31	...	30.1
A 3 ...	30	776	751	282	110	125	116	68	27	17	5	...	1	...	6.6
P.F. ...	20	185	183	53	29	30	35	23	12	1	...	...	...	...	7.1
Poor ...	35	796	777	376	98	98	100	71	24	6	3	...	1	...	4.3
B. ...	18	1159	1029	725	139	95	46	17	7	...	...	...	...	...	6
Totals, 1905 ...	107	3347	3165	1551	414	408	334	226	123	47	24	5	33	...	...
Do. 1904 ...	105	3305	3055	1474	443	419	309	209	86	59	17	8	29	...	...
Percentages, 1905 ...	...	...	94.5	49.0	13.0	12.8	10.5	7.1	3.8	1.4	7	1.0	...	...	7.3
Do. 1904 ...	...	...	92.4	48.2	14.5	13.7	10.1	6.8	2.8	1.9	5	2	9	1	6.5

F.—STANDARD OF ATTAINMENT IN WHITE AND COLOURED SCHOOLS.

PUPILS.	All Schools.		White Schools.		Coloured Schools.	
	Percentages.		Percentages.		Percentages.	
	1905.	1904.	1905.	1904.	1905.	1904.
In Standard I. and below...	62.0	62.7	51.5	57.3	83.9	82.5
In Standard V. and above	7.3	6.5	10.5	9.9	0.6	0.1

[G. 5.—1906.]

It will be observed from Table E that the percentage of pupils classified in standards higher than the Fourth has increased from 6.5 to 7.3. The percentage of pupils in the sub-standards and Standard I. for all schools is too high, although the percentage for White schools has perceptibly diminished. A steady increase in the percentage of pupils placed in Standard V. and above will be observed throughout.

VI. *Pupils' Progress.*—Table G indicates the number of pupils presented in Standards, the number and percentage of passes, the number presented in Standards who were also present at the preceding inspection, the number placed in higher, in the same, or in a lower Standard, and the percentage placed in a higher Standard this year, with corresponding figures for 1904.

G.—PROGRESS OF PUPILS AT INSPECTION.

CLASS OF SCHOOL.	Presented in Standards.	Passed.	Percentage of Passes.	Present also at Preceding Inspection.	Placed in higher Standard.	Placed in same Standard.	Placed in lower Standard.	Percentage placed	
								in higher Standard.	in higher Standard, 1904.
A 2 ...	274	200	72.9	211	155	56	...	73.4	83.2
A 3 ...	496	338	68.1	337	249	88	...	73.8	74.8
P.F. ...	133	100	75.1	88	70	18	...	79.5	86.6
Poor ...	413	323	78.2	327	259	68	...	79.2	78.6
B ...	363	222	61.1	299	185	114	...	61.8	62.4
Totals ...	1679	1183	70.4	1262	918	344	...	72.7	74.7

From the above table it will be seen that 70.4 of the pupils passed the Standard for which they were presented. The best results were obtained in Poor schools. This is easily understood, as the Poor schools draw good teachers by offering comparatively good salaries.

VII. *Subjects of Instruction.*—Written Arithmetic shows signs of improvement, although neatness of figures and logical arrangements still claim great care. The decimal notation and the metric system are, as a rule, poorly taught. In Mental Arithmetic far greater facility in adding and multiplying numbers should be forthcoming. Mental exercises must be regularly given. Recitation is as a rule well memorised, but the delivery should be freer, more spirited and intelligent. Composition remains weak; this subject must be taught. Teachers should systematically explain what is to be accomplished, and how it may be done.

VIII. *Teachers.*—The following tables deal with the qualifications and the sex of teachers. Table H shows only the qualifications of teachers in the schools inspected, and is based on Inspection Reports. Table I covers all schools which sent in quarterly returns for the Third Quarter.

H.—QUALIFICATIONS.

(This Table includes only Teachers in Schools Inspected.)

DIVISION.	Certificated.				Uncertificated.	Percentage Certificated.	
	P.C.	T 2.	T 3.	Total.		1905.	1904.
Humansdorp ...	2	2	12	16	33	32.4	30.0
Knysna ...	2	5	19	25	21	55.3	48.7
Uniondale ...	...	2	16	18	23	43.9	45.2
Totals ...	4	9	47	60	77	43.7	40.6

I.—SEX.

(Based on Quarterly Statistics.)

DIVISION.	Male.	Female.	Total.	Percentage of Male Teachers.	
				1905.	1904.
Humansdorp ...	21	35	56	37.5	34.0
Knysna ...	11	37	48	22.9	22.2
Uniondale ...	12	31	43	27.8	20.5
Totals ...	44	103	147	29.9	26.1

It will be seen from Table H that the number of certificated teachers has increased in Humansdorp and Knysna, whilst Uniondale shows a decrease. Uniondale has been deplorably inactive in educational matters during the year. This is due to the fact that one or two of the most influential people take no interest in education. A complete revival, however, has taken place lately, and next year Uniondale may be expected to show more satisfactory results. A hopeful sign is the steady increase in the percentage of male teachers.

IX. *Libraries.*—Table J shows the number of schools in the various classes throughout the Circuit that are provided with School Libraries. The number has risen from 20 to 24.

J.—SCHOOLS POSSESSING LIBRARIES.

	A 2.	A 3.	Other Schools.	Total.	
				1905.	1904.
Number of Schools in Circuit ...	4	37	71	112	104
Number possessing Libraries ...	4	12	8	24	20

X. *Buildings and Furniture.*—The buildings in this Circuit may be classified as follows:—

HUMANSDORP.

Satisfactory.—

Humansdorp, A 2.	Patentie, A 3.	Kleinfontein, P.F.
Cambria, A 3.	Zuuranijs, A 3.	Tweefontein, P.F.
Good Hope, A 3.	Zuuranijs, Poor.	Vensterhoek, P.F.
Good Hope (Zitsikama), A 3.	Lottering, Poor.	Kafir Bosch (Mor.), B.
Klein River, A 3.	Riet Rivier, Poor.	Humansdorp (Eng.), B.
Platjesdrift, A 3.	Eerste Rivier, Poor.	Weston (Ind.), B.
Rietvlei, A 3.	Wit Els Bosch, Poor.	Kruisfontein (Ind.), B.
Hankey, A 3.	Deep River, P.F.	Clarkson (Mor.), B.
Wit Els River, A 3.	Driefontein, P.F.	Snijkclip (Mor.), B.
Langfontein, A 3.	Leeuwbosch, P.F.	Hankey (Ind.), B.
Oude Bosch, A 3.	Hartebeestfontein, P.F.	

Fair.—

Bosch Kraal, A 3.	Welgelegen, P.F.	Klipdrift, Poor.
Mondplaats, P.F.	Quagga South, P.F.	Jeffrey's Bay (Ind.), B.
Krantz Plaats, P.F.		

Unsatisfactory.—

Krom Rivier, Poor.	Melkhoutkraal, Poor.
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Condemned.—

Fair View, P.F.

It is pleasing to note that Patentie A 3 has now a new and excellent school building, and so has Riet Rivier Poor. Both these buildings have been erected since the last inspection. The building occupied by Snijkclip (Mor.), B has been renovated

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and is now suitable. The school-room at Fairview is the only one that stands branded as condemned. It is hoped that before long the proprietor will take steps to supply a suitable building. Hankey A 3 is at present conducted in a private building.

KNYSNA.

Satisfactory.—
Knysna, A 2.
Wittedrift, A 2.
Woodlands, A 3.
Brackenhill, A 3.
Deepwalls, A 3.
Gouwkama, Poor.
Gouna, Poor.
Elandskraal, Poor.

Kraai Bosch, Poor.
Rooi Kraal, Poor.
Millwood, Poor.
Leeuwbosch, Poor.
Veldmanspad, Poor.
Sunny Side, Poor.
Pisang River, Poor.

Groot Brak, Poor.
Krantzbosch, Poor.
Uplands, Poor.
Old Place, Poor.
Portland, P.F.
Concordia, P.F.
Bosky Dell, P.F.

Fair.—
Fair View, Poor.
Middelrug, Poor.
Westford, Poor.

Quarrywood, P.F.
Portland (Eng.), B.
Belvidere (Eng.), B.

Plettenberg Bay (Eng.), B.
Knysna (Eng.), B.
Knysna, A 3.

Unsatisfactory.—
Ruigtevlei, Poor.

Plat Bosch, Poor.

Sour Flats (Eng.), B.

Condemned.—

Kruisvallei, Poor.

The Division of Knysna, on the whole, has a very fair percentage of good school buildings. Brackenhill A 3 has been enlarged, and the Managers of Knysna A 3 are contemplating erecting a suitable building in the near future. Immediate attention should be given by all concerned to the condition of the building at Ruigtevlei.

UNIONDALE.

Satisfactory.—
Schoongezicht, A 3.
Roodeheuvel, A 3.
Commandants Drift, A 3.
De Hoop, A 3.
Wilgenrivier, A 3.
Bellevue, A 3.]

Hartebeest Rivier, A 3.
Twee Rivieren, A 3.
Opkomst, A 3.
De Vlucht, Poor.
Elandsdrift, Poor.
Warmbad, Poor.

Buffelsklip, Poor.
Uniondale (Ind.), B.
Haarlem (Berlin), B.
Uniondale Kafir Location
(Wes.), B.

Fair.—
Wolvenkraal, A 3.
Diep Rivier, A 3.
Welgelegen, A 3.
Misgund, A 3.
Krakeel Rivier, A 3.

Onzer, A 3.
Uitvlucht, Poor.
Rooiplaats, Poor.
Groot Rivier, Poor.
Ongelegen, Poor.

Braam Rivier, Poor.
Tooverwater, P.F.
De Hoek, P.F.
Uniondale Kafir Location
(Ind.), B.

Condemned.—
Loopende Rivier, Poor.

Uniondale, A 2.

Louterwater, A 3.

Schoongezicht A 3 has now an excellent new building, erected during the year by the proprietors, and Warmbad Poor can now boast of having the best school building in the Uniondale Division. The people at Rooiplaats are busy erecting a new building with the aid of the Department, and the same will be done at Misgund at an early date. It will be noticed that Uniondale A 2 stands conspicuous amongst the three places where the buildings are condemned, and it is sincerely trusted that the chief centre of this Division will take the matter to heart and aim at improvement at an early date. The number of buildings figuring under the heading "fair" is alarmingly large for a fairly prosperous Division like Uniondale.

Looking at the report as a whole it will be observed that there has been improvement under almost every heading, and I have every reason to think that this forward movement will show even more satisfactory results during the coming year.

I have the honour to be,

Sir,

Your obedient Servant,

A. B. BARTMANN.

Somerset West Strand, 2nd January, 1906.

2.—INSPECTOR BENNIE'S REPORT.

[CIRCUIT.—ALBANY, ALEXANDRIA, BATHURST AND BEDFORD.]

SIR,—I have the honour to submit my report for the year ended 30th September, 1905.

The annual report presented last year dealt with the year ended 30th June, 1904. Accordingly in statistics dealing with the results of inspection, comparisons instituted in this report with the state of things in the previous year are made with the period from 1st July, 1903, to 30th June, 1904. In the case of the Supply of Schools, Enrolment and Attendance, however, comparisons are between the Third Quarters of 1904 and 1905.

I. *Administration.*—During the Fourth Quarter of 1904, after a visit to East London to assist in a High School inspection, my time was occupied in inspecting the schools of the Bathurst Division, the Grahamstown Boys' High School, and four elementary schools in Grahamstown. In 1905 the First Quarter was given to inspections in the southern and south-western portions of Albany, in Alexandria, and in the remaining A 3 and B schools of Grahamstown. In the Second Quarter were inspected the schools in the east and north of Albany, Bedford A 1, A 3 and Poor, and the Grahamstown Training College. In the Third Quarter the remaining schools of the Bedford Division and certain schools in Albany and Alexandria due at this time were taken, and the schools of Bathurst Division were inspected a second time, with a view to a better arrangement of the Circuit work. Informal visits were paid in each quarter as time permitted. The inspection of the Grahamstown Boys' High School was done in conjunction with Inspectors Bartmann and Young.

In the Grahamstown Housekeeping and Native Industrial Schools, Miss Eaton and Miss McIver examined the technical work, and my work was confined to the examination of the standard subjects. The School of Art was inspected in conjunction with Mr. H. Christie-Smith. By joint inspections of these special schools it was possible for the special instructors and the Circuit Inspector to gauge the state of the schools better, and to act more unitedly, than if their visits had been paid separately; and, the whole examination being done at once, there was less interference with the school routine.

II. *Supply of Schools.*—The following tables give the statistics relative to the number of schools in operation during the Third Quarter of the year, and to the opening and closing of schools during the year. The figures for 1904 refer to the Third Quarter in Table A, and to the year ended June 30th, 1904, in Table B.

A.—NUMBER OF SCHOOLS.

DIVISION.	Sp.	A 1.	A 2.	A 3.	P.F.	Poor.	B.	C.	Total, 1905.	Total, 1904.	Increase.
Albany	3	2	2	14	8	2	10	2	43	40	3
Alexandria	...	...	1	7	1	2	1	...	12	12	...
Bathurst	...	...	2	4	8	...	7	...	21	21	...
Bedford	...	1	...	2	7	1	4	...	15	15	...
Totals, 1905	3	3	5	27	24	5	22	2	91	...	...
Do., 1904	4	3	4	23	24	5	23	2	...	88	...
Increase	-1	...	1	4	...	...	-1	...	...	...	3

[G. 5—1906.]

C

B.—SCHOOLS OPENED AND CLOSED.

(1) Schools Opened.

DIVISION.	Sp.	A2.	A 3.	P.F.	Poor.	B.	Total, 1905.	Total, 1904.	Increase.
Albany	1	4	1	...	6	4	2
Alexandria	2	...	...	...	2	3	-1
Bathurst	1	...	...	...	1	4	-3
Bedford	1	1	...	...	2	3	-1
Schools opened : Totals	5	5	1	...	11	14	-3

(2) Schools Closed.

Albany ...	1	...	...	2	...	...	3	4	-1
Alexandria ...	...	...	...	...	2	...	2	4	-2
Bathurst ...	...	...	...	1	...	...	1	2	-1
Bedford ...	...	...	...	1	...	1	2	4	-2
Schools closed : Totals	1	...	...	4	2	1	8	14	-6
Result of Re- classification	...	1	-1	-1	1	...	...	...	...
Net Increase...	-1	1	4	...	...	-1	3	...	...

*These figures are for the period 1st July, 1903, to 30th June, 1904.

The increase to be noted is small, but one is glad to see that no division shows a decrease. It is satisfactory also to observe that the increase is in Public Schools. Last year there was an equal increase in the number of A 3 schools. Were neighbouring farmers always ready to co-operate, more of the Farm schools might be graded as A 3. Much is hoped from School Board government in this direction. Last year reference was made to the growing practice of sending children to boarding schools instead of opening Private Farm schools. This was suddenly checked by the set-back suffered by farmers in the middle of 1904, and between June and September of that year the number of Private Farm schools, which had steadily fallen for some time, suddenly increased by 4, and has kept up.

One of the most encouraging schools opened in the year was the combined school for native pupils, opened in the Grahamstown Location, and managed by the missionary superintendents of the town, to which pupils from the surrounding B schools are sent after passing Standard IV. By preparing pupils for Standard VI., and enabling them to go from their homes directly to the Training Schools, it has supplied a real want, and the number in attendance has been over forty. The experiment of co-operation has succeeded so well that I hope to see Standard IV. taken here also, as soon as additional accommodation can be provided.

Table B shows that if fewer schools have been opened this year, yet fewer have been closed. The Special school closed is the school for Imbecile Children at Fort England, at which it seemed impossible to get a sufficient number of the more promising cases to warrant the continuance of the school. Of the two Poor schools closed, one was closed for want of pupils, due to the opening of another school in the neighbourhood, and to the removal of families. The only reason I could get from the principal farmer concerned, for the closing of the other, was that the children had been at school for some time and needed a rest; I must confess that their looks did not indicate that the need was urgent. The B school at Glen Lynden was closed for want of support on the part of the parents; I hope that it may be possible to re-open it before long.

The relation of population to number of schools in this area is given below in a table showing the number of children from 5 to 14, and the number of aided schools in the several Divisions, and in Grahamstown and Rural Albany separately.

NUMBER OF SCHOOLS IN RELATION TO NUMBER OF CHILDREN.

DIVISION.	White.			Coloured.			All Races.		
	No. of Children, 5 to 14.	No. of Schools.	Av. No. of Children per School.	No. of Children, 5 to 14.	No. of Schools.	Av. No. of Children per School.	No. of Children, 5 to 14.	No. of Schools.	Av. No. of Children per School.
Grahamstown ...	1724	11	156.7	1262	8	157.7	2986	19	157.2
Albany, Rural ...	823	19	43.6	3847	5	769.4	4670	24	194.6
Do. Totals ...	2547	30	84.9	5109	13	393.0	7656	43	178.1
Alexandria ...	731	11	66.5	2427	1	2427.0	3158	12	263.2
Bathurst ...	428	14	30.6	2649	7	378.4	3077	21	146.5
Bedford ...	562	11	51.1	3257	4	814.2	3819	15	254.6

It should be noted that in Grahamstown there are six unaided schools in addition to the aided. When it is considered that in Albany (Rural), Alexandria, Bathurst and Bedford the population is scattered, it will be seen that the supply of schools for White children is insufficient, and for the Coloured very defective. For both races Bathurst is the best supplied.

The new Boards will have much pioneer work to do. In Albany the large North Fish River ward has only a single P.F. school, and the lower part of East Fish River is poorly supplied. In Alexandria, two wards, Bushman's River and Congo's Kraal, have no school at all, while much remains to be done in Oliphant's Hoek and Zuurberg. Several new schools have been spoken of in this Division, but there is great delay in getting the proposals put into action. In Bathurst, the wards worst supplied are Elephant's Park and Cuylerville. Of the wards in Bedford, Kaga has no aided school, and Cowie only one; East Riet River and Baviaan's River have but two each. The statistics of Coloured schools are unsatisfactory, and it is to be observed that no Mission school has been opened in the year. The opening of schools of this class in farming communities is no doubt attended with difficulties connected with the question of labour, but, by amicable arrangement with the proprietors, it should be possible to overcome them.

III. *Enrolment and Attendance.*—The following are the statistics relating to the average number of pupils enrolled during the Third Quarters of 1904 and 1905.

C.—ENROLMENT.

DIVISION.	White.			Coloured.			Total.			Percentage Increase.	
	1905	1904	Increase.	1905	1904	Increase.	1905	1904	Increase.	1905.	1904.
Albany ...	1737	1730	7	886	967	-81	2623	2697	-74	-2.7	-2.7
Alexandria ...	295	273	22	39	30	9	334	303	31	10.2	17.4
Bathurst ...	271	242	29	381	366	15	652	608	44	7.2	-10.4
Bedford ...	279	275	4	204	233	-29	483	508	-25	-4.9	4.7
Totals	2582	2520	62	1510	1596	-86	4092	4116	-24	...	...
Percentage Increase, 1905 Do. 1904	...	...	2.5	...	...	-5.4	...	...	...	-0.5	...
	...	...	4.5	...	...	-2.5	...	...	...	...	1.6

The chief features in this table are (1) an increase of White pupils in every division, though not a large increase for any one, and a total increase of such amounting to 2.5 per cent.; (2) a fall of over 5 per cent. in the number of Coloured pupils, due to considerable decreases in Albany and Bedford; and (3) a slight decrease in the total number for the Circuit. In Bedford the shortfall is caused by the closing of one B school. The decrease in Albany is largely, if not entirely, due to the enforcement of an agreement entered into between the Superintendent-General of Education and the Managers of all the Mission schools in Grahamstown but one, for the regular payment of fees. This is probably only a temporary shortfall, to be made up when the parents find that payment is insisted on, and when circumstances improve. In connection with the above table it is also to be borne in mind that the year under review has been one of unbroken depression, and that the spending powers of every section of the community have been much reduced.

The following table, in which the number of pupils in aided schools is compared with the number of children of ages from 5 to 14, will show how much need there was for the new Act, even in districts that had been so long occupied. In the case of Grahamstown about 900 pupils attend unaided schools, in addition to the number given below.

ENROLMENT AND NUMBER OF CHILDREN.

DIVISION.	White.			Coloured.			Total.		
	No. of Children 5-14.	Enrolment.	Percentage.	No. of Children 5-14.	Enrolment.	Percentage.	No. of Children 5-14.	Enrolment.	Percentage.
Grahamstown ...	1724	1312	76.1	1262	628	49.8	2986	1940	64.9
Albany, Rural ...	823	425	51.6	3847	258	6.7	4670	683	14.6
Do. Totals ...	2547	1737	68.2	5109	886	17.3	7656	2623	34.3
Alexandria ...	731	295	40.4	2427	39	1.6	3158	334	10.6
Bathurst ...	428	271	65.2	2649	381	14.4	3077	652	21.2
Bedford ...	562	279	49.6	3257	204	6.3	3819	483	12.6
Whole Circuit ...	4268	2582	60.5	13442	1510	11.2	17710	4092	23.1

In all classes of schools there are a large number of pupils over 14 years of age, so that the percentages given above make the state of things appear better than it is. The corresponding percentages for the Colony are 50.7 for White children, 20.3 for Coloured, and 26.8 for all races. It appears, therefore, that, while Albany and Bathurst compare favourably with the rest of the Colony in the case of White children, Bedford and Alexandria come below it, Alexandria much below. The figures for Coloured children are extremely disappointing, and call for the earnest attention of those in the area who are interested in Native education.

The figures for attendance are dealt with in the following table:—

D.—AVERAGE ATTENDANCE.

DIVISION.	Pupils Enrolled.	Average Attendance.	Percentage, 1905.	Percentage, 1904.
Albany ...	2623	2207	84.1	85.4
Alexandria ...	334	294	88.0	90.1
Bathurst ...	652	577	88.5	83.2
Bedford ...	483	412	85.3	86.0
Totals, 1905 ...	4092	3490	85.3	...
Do., 1904 ...	4116	3518	...	85.5

All the Divisions but Bathurst show slightly diminished regularity, and the percentage for the Circuit has fallen by 0.2. On the other hand, Bathurst shows an increase of 5.3 in the percentage; in this Division the children and their parents knew that they were to have a second inspection in the Third Quarter. The fall in the percentage of attendance to enrolment is probably due to the weather, since there was rather more rain in the quarter than there was in the corresponding quarter of 1904.

The following table, in which the enrolment and attendance are shown for the several classes of schools, is always an interesting one.

ENROLMENT AND ATTENDANCE IN THE DIFFERENT CLASSES OF SCHOOLS.

CLASS OF SCHOOL.	Enrolment.			Attendance.			Percentage of Attendance to Enrolment.		
	1905.	1904.	Increase.	1905.	1904.	Increase.	1905.	1904.	Increase.
Sp. ...	218	216	2	201	202	-1	92.2	93.5	-1.3
A 1 ...	543	601	-58	473	546	-73	87.1	90.9	-3.8
A 2 ...	300	172	128	268	154	110	88.0	89.5	-1.5
A 3 ...	1228	1205	23	1025	1050	-25	83.5	87.1	-3.6
P.F. ...	194	201	-7	179	188	-9	92.3	93.5	-1.2
Poor ...	142	121	21	126	107	19	88.7	88.4	0.3
B ...	1366	1534	-168	1123	1208	-85	82.2	78.7	3.5
C ...	101	66	35	99	63	36	98.1	95.4	2.7

From this table it is apparent upon which of the White schools the circumstances of the country have told most severely, since A 1 schools show a diminished enrolment of nearly 10 per cent., and, but for the re-grading of Alicedale Railway School, A 2 schools would have shown an increase of but two pupils. The decrease in Coloured pupils has already been referred to. Considering the attendance, we find diminished regularity in all but Poor, B and C schools. The C schools are attended by pupils who board at the school. In B schools the exclusion from inspection of all pupils in Standards who had not made a certain proportion of the possible attendances has had a good effect, since these schools show an improvement of 3.5 in the percentage. A gratifying feature is that no class of school has a percentage of less than 80.

IV. *Inspection of Schools.*—During the year 97 schools were inspected by me. This included all schools that had drawn aid at any time in the year, except two that were closed before their inspection was due, and two in Grahamstown, the Girls' A 1 and the Kafir (Eng. Ch.) C, whose date of inspection was changed from the end of the Third Quarter to the Fourth, as being more suitable. The figures for the latter two schools are included in the tables that follow, since these particular statistics were not embodied in the last annual report, and their omission from this one would to a considerable extent vitiate the comparisons made with the previous year. Seventeen schools in the Bathurst Division were inspected twice, thus making the total number of inspections 114 for the year. The number of informal visits paid is 75. I had hoped to be able to visit all schools twice, but a number, chiefly P.F. schools, could not be reached twice for want of time.

[G. 5—1906.]

V. *Pupils' Attainments at Inspection.*—The classification of the pupils in the schools inspected in the period is given below, along with the total percentages for 1904. The percentages exclude unclassified pupils.

E.—CLASSIFICATION OF PUPILS.

CLASS OF SCHOOL.	Number of Schools Inspected.	Pupils Enrolled.	Pupils Present.	Sub-Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Pupil Teachers.	Unclassified.	Percentage above Standard IV.*
Sp. ...	4	239	205	10	2	5	19	...	...	...	...	105	64	74.5
A 1 ...	3	588	562	120	41	61	84	86	57	48	31	29	5	30.2	
A 2 ...	5	314	307	76	31	49	39	42	38	12	6	1	13	22.8	
A 3 ...	26	1222	1151	419	150	177	126	138	80	44	6	4	7	12.3	
P.F. ...	31	254	247	58	35	33	40	44	22	12	2	1	...	15.0	
Poor ...	6	168	160	70	17	29	21	11	4	6	1	...	1	7.5	
B ...	22	1492	1364	722	258	215	115	44	10	...	...	...	...	0.7
C ...	2	106	103	8	15	20	27	14	9	6	...	...	4	18.4
Totals, 1905 ...	99	4383	4099	1483	549	589	471	379	220	128	46	35	135	64	...
do. 1904 ...	72	3668	3415	1250	469	500	387	293	199	102	40	33	115	27	...
Percentages, 1905	36.7	13.6	14.6	11.7	9.4	5.5	3.2	1.1	0.9	3.3	...	14.0
do. 1904	36.9	13.8	14.8	11.4	8.6	5.9	3.0	1.2	1.0	3.4	...	14.5

*Omitting unclassified pupils.

It is satisfactory to find that the decrease in the proportion of children in the Sub-Standards, noted last year, is continued, and that this year it extends up to Standards I. and II. Increased percentages appear in Standards III., IV. and VI. There is a decrease of 0.5 in the percentage above Standard IV. All schools contribute to this, except Special, A 3 and B schools. There are two reasons for this decrease: (1) the withdrawal of older pupils, who are sent out to work earlier when times are hard, and (2) the fact that a number of schools had to be inspected before they had had twelve months' work. The opening of a new Poor school at Fontains Kloof and a new C school in Grahamstown, in which the pupils were for the most part at an elementary stage, has brought down the percentages for these classes very considerably. The percentage in the case of B schools has risen from 0.3 to 0.7; it will be remembered that this class showed most improvement in attendance.

Table F gives the standard of attainment in White and in Coloured schools separately. Special schools are omitted.

F.—STANDARD OF ATTAINMENT IN WHITE AND IN COLOURED SCHOOLS.

PUPILS.	All Schools.		White Schools. (omitting Sp.)		Coloured Schools.	
	Percentages.		Percentages.		Percentages.	
	1905.	1904.	1905.	1904.	1905.	1904.
In Standard I. and below ...	51.9	52.4	42.6	39.7	66.5	72.6
In Standard V. and above... (omitting unclassified pupils)	11.8	12.3	17.7	18.9	2.3	1.9

The results in this table correspond with those obtained in Table E. White schools show an increase of 2.6 in the percentage of pupils in Standard I. and below, and a decrease of 0.8 above Standard IV. Coloured schools have advanced, since they exhibit a decrease of 6.1 in Standard I. and below, and an increase of 0.4 above Standard IV.

The average ages of pupils classified under the various Standards after inspection, in the several classes of schools for White children, are given in the following table, along with the averages in all classes for last year.

AVERAGE AGES.

CLASS OF SCHOOL.	Sub-Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.
A 1 ...	7.6	9.5	10.9	11.7	12.9	14.2	14.1	15.3
A 2 ...	7.3	9.6	10.9	11.6	13.0	13.5	14.6	14.7
A 3 ...	7.4	9.9	11.1	12.5	13.7	13.9	14.9	14.8
P.F. ...	7.3	9.7	11.1	11.3	12.9	14.0	14.2	17.0
Poor ...	8.6	11.5	11.8	14.2	13.5	14.5	16.2	15.0
All Classes, 1905 ...	7.5	9.9	11.1	12.1	13.2	13.9	14.6	15.3
Do. 1904 ...	6.8	9.7	10.6	12.2	13.1	14.0	14.4	15.1

Both last year and this the differences between successive Standards are greater in the upper than in the lower Standards. Thus the difference between Standards II. and IV. is equal to the difference between Standards IV. and VII., in the figures for 1905, and considerably below it in 1904. This indicates the leaving of many of the older pupils about the stage of the Fourth Standard.

VI. *Progress of Pupils.*—In Table G are given the figures relating to the success of pupils in passing their Standards, and to their progress from one Standard to the next. The statistics dealing with success deal with 96 schools, since three of the Special schools have no Standards. Those relative to advancement are taken from 81 of the 84 schools inspected two years in succession. In the case of Bathurst (Wes.) B the records of the previous inspection were incomplete, part having been lost, a most discreditable circumstance, and in two the pupils were not classified by Standards.

G.—PROGRESS OF PUPILS AT INSPECTION.

CLASS OF SCHOOL.	Presented in Standards.	Passed.	Percentage of Passes.	Present also at previous inspection.	Placed in higher Standard.	Placed in same Standard.	Placed in lower Standard.	Percentage placed in higher Standard.	Percentage placed in higher Standard, 1904.
Sp. ...	27	8	29.6	9	2	7	...	22.2	...
A 1 ...	434	391	90.1	295	262	33	...	88.8	86.7
A 2 ...	233	145	62.2	200	129	71	...	64.5	80.7
A 3 ...	757	513	67.8	503	345	158	...	68.6	81.7
P.F. ...	198	128	64.6	144	101	43	...	70.1	76.2
Poor ...	92	64	69.6	64	53	11	...	82.8	93.0
B ...	718	388	54.0	569	314	254	1	55.2	62.0
C ...	82	53	64.6	23	12	10	1	52.2	57.9
Totals ...	2541	1690	66.5	1807	1218	587	2	67.4	76.1

In this table the Special school concerned is one in which the pupils give most of their time to technical subjects and are allowed two years to a Standard after the Third Standard. The percentages for A 1 schools are very satisfactory, and show an improvement in both divisions of the table. In all other classes of school there is a shortfall. This appears to be due to the fact that a number of schools had to be

inspected considerably within the twelve months usually allowed. Three of the five A 2 schools were thus taken, and this class of school shows the lowest percentage for White schools. In the case of Poor schools, and to a less extent in P.F. schools, a comparison of the percentages under success and under progress shows that in these schools pupils are still being put forward two Standards in a year. In parts of Alexandria more particularly, ignorant parents bring great pressure to bear on teachers with a view to getting their children put forward. It is to be hoped that some cases that have occurred, of a hopeless breakdown in the upper Standards, may show them the importance of a thorough grounding.

VII. *Subjects of Instruction.*—*Reading and Recitation* have improved wherever teachers have persevered in careful pattern reading and correction, instead of merely listening to the pupils' reading or recitation of the prescribed passages, and one is glad to see how much is done in some schools to secure good expression and to correct the faulty pronunciation that obtains in certain localities. The excellent training in these subjects given in the Grahamstown Training College makes itself felt in many parts. *Writing* is usually done with some care in the lower classes, but in too many cases pupils grow careless in this respect when they reach the higher. Although the examination of exercise-books is prescribed only above Standard IV., teachers should not be satisfied to begin their use at that stage, but familiarise their pupils with written work from the early stages. *Spelling* is a stumbling-block to many; even where exercises in dictation are fairly done, one finds too much misspelling of common words in a Composition or Grammar exercise. This fault is sometimes encouraged by neglect to mark all mis-spellings in every exercise that may be shown up. In *Composition* great improvement has appeared where teachers have realised the importance of thoroughly training children in the correct formation of short simple sentences, beginning with capital letters and ending with periods. Continuous prose is often begun without this, with the result that it is rambling and without form. In the upper classes there is frequent need to complain of lack of ideas, due to neglect of general reading on the part of the pupils. In *Grammar* the analysis of sentences is usually better done than parsing, which often shows that the pupils have not been made sufficiently familiar with the simple inflections of verbs and nouns. The prescribed rules of *Arithmetic* are, as a rule, carefully prepared, but too little is done by some teachers to train the reasoning powers by means of problems, and to secure clear and correct statements of the working. *Chemistry* and *Physics* have been taken in the Grahamstown Boys' High School, and *Botany* in Bedford A 1. It is satisfactory to observe how much attention is being given to Nature Study at the Grahamstown Training College. If the young teachers who go out keep up their interest in plants and animals, and seek to cultivate a similar interest on the part of their pupils, they will do much to cultivate an early taste for science which may bear valuable fruit later, besides giving the children much profitable pleasure. The new syllabus in *Drawing* has tended to direct attention to the forms and colours of natural objects, but there is still much uncertainty in the minds of teachers on the question of how best to work out the scheme laid down.

VIII. *Teachers.*—The following are the numbers and professional qualifications of the teachers in the 99 schools inspected.

H.—QUALIFICATIONS OF TEACHERS.

(This Table includes only Teachers in Schools inspected.)

DIVISION.	Certificated.						Uncertificated.	Percentage Certificated.	
	P.C.	Other British.	T. 2.	T. 3.	Miscellaneous.	Total.		1905.	1904.
Albany ...	12	...	4	55	10	81	23	77.9	77.4
Alexandria ...	...	1	...	11	...	12	4	75.0	71.4
Bathurst ...	2	...	1	13	...	16	14	53.3	50.3
Bedford ...	2	...	2	13	...	17	6	73.9	83.3
Totals ...	16	1	7	92	10	126	47	72.8	72.3

Of these teachers 11 are graduates and 5 undergraduates. In three of the four Divisions, the proportion of certificated teachers has increased during the year, but the percentage in Bathurst is still much too low. With a Training College so near at hand, there should be no difficulty in keeping the schools for White children staffed with certificated teachers. The fall of nearly 10 in the percentage for Bedford is disappointing.

I have prepared a supplementary table to show the proportion of certificated teachers for the last four years:—

DIVISION.	1905.	1904.	1903.	1902.
Albany ...	77.9	77.4	75.0	77.6
Alexandria ...	75.0	71.4	90.9	50.0
Bathurst ...	53.3	50.3	39.3	33.3
Bedford ...	73.9	83.3	60.7	58.0
Totals ...	72.8	72.3	67.3	67.2

It thus appears that on the whole there is a steady improvement in the proportion of trained teachers. It would be much more rapid were it not for the difficulty of getting qualified teachers to take up work in certain parts of the area where conditions are not attractive. If the proportion in Bathurst is low, it has continuously improved from one in three to more than one in two.

In the following table relating to the sex of the teachers employed, the figures are taken from the quarterly returns for the Third Quarter of 1905 and the Second Quarter of 1904; the abstract for the Third Quarter of 1904 did not indicate the number of each sex.

I.—SEX.

(Based on Quarterly Statistics.)

DIVISION.	Male.	Female.	Total.	Percentage of Male Teachers.	
				1905.	1904.
Albany ...	30	82	112	26.8	27.8
Alexandria ...	5	12	17	29.4	40.0
Bathurst ...	14	15	29	48.3	44.8
Bedford ...	6	16	22	27.3	22.2
Totals ...	55	125	180	30.6	30.9

In Albany there is a slight, and in Alexandria a large, decrease in the proportion of men; Bathurst and Bedford show small increases. The percentage of men is highest in Bathurst, where the percentage of certificated teachers is lowest, and the coincidence is probably more than accidental; as a rule lady teachers are more anxious to improve their qualifications than men.

The number of those in training in the Circuit will appear from the following table, which gives the number of candidates for the three Pupil Teachers' Years and for the Second Class Certificate, examined by me in the practical work. Kindergarten students were examined by Miss Sutherland, and are not included.

PUPIL TEACHERS AND STUDENTS IN TRAINING.

	First Year.	Second Year.	Third Year.	T 2.	Total.
Training College ...	35	28	42	12	117
Other Schools ...	10	9	12	...	31
Totals, 1905 ...	45	37	54	12	148
Do., 1904 ...	35	49	37	2	123

This table shows an increase in every particular but the Second Year, and the number of Kindergarten students in the Training College has increased from 3 to 18 during the year. The large increase in the number of those who carry their training beyond the bare Third Class Certificate is very satisfactory, and should make itself felt in the schools to which the students may go, in a more thorough grasp and a wider view of their work. For this advance the credit is chiefly due to the enthusiasm of the Mother Superior and Sisters of St. Peter's Home, in whose charge the Training College has never ceased to flourish. The numbers at the College have gone up in the period under review from 93 to 135, an increase of nearly 50 per cent., and the training given maintains a very high level.

IX. *School Libraries.*—The following are the statistics referring to School Libraries:—

J.—SCHOOL LIBRARIES.

	A 1.	A 2.	A 3.	Other Schools	Total.	
					1905.	1904.
Number of Schools in Circuit ...	3	5	27	56	91	88
Number possessing Libraries ...	3	4	13	6	26	26

Several of the schools that had no libraries have applied since the inspection for a set of Blackie's School Library. This should be considered merely a nucleus, to be added to every year if the interest of the children in their library is to be kept up.

X. *School Buildings and Furniture.*—The buildings occupied by the schools inspected may be classified as follows, regard being had not only to the actual condition of a building but to its suitability to the needs of that particular class of school:—

SCHOOL BUILDINGS.

CLASS OF SCHOOL.	Satisfactory.	Fair.	Unsatisfactory.	Condemned.	Total.
Sp.	3	1	...	...	4
A 1	3	...	...	...	3
A 2	4	1	...	...	5
A 3	9	10	5	2	26
P.F.	5	13	7	6	31
Poor	1	1	1	3	6
B	6	8	7	1	22
C	1	1	...	...	2
Totals	32	35	20	12	99

The A 3 schools on the condemned list are Kromme River, a new school, and Riebeeck East. For the latter a new building has been spoken of for long, but delays due to various causes have prevented the beginning of the actual work. Two of the P.F. schools were new schools that did not succeed in getting the grant; the others, Howard's Party, Scott's Bottom, Glen Heath and Munster, and the Poor school buildings at Slaapkrans and Aluinkrantz will, I hope, all be improved or replaced before very long. At Theopolis a difficulty regarding the site has deterred the people from improving the building for the Mission school.

During the year an excellent new class-room, with library and other rooms below, was provided for the Training College, and a Kindergarten room was built for Bedford A 1. A very suitable building for the Grahamstown Elementary Public School was opened by the Superintendent-General of Education; the Town Council had given the site in the first instance, and now pays the interest on the loan. A

handsome building for Clumber A 3, presented by Mrs. and Miss Trower, of Grahamstown, in memory of Mr. Thomas Peel, who opened the first school at Clumber in 1837, was completed and formally opened. The schoolroom at Rockcliffe A 2 has been much improved. During the Third Quarter of 1904 the buildings at Woodville, acquired by the Sisters of St. Peter's Home, and adapted to the needs of Grahamstown Housekeeping School, were formally opened.

New school buildings are proposed for Salem, Kareiga Valley, Rokeby Park and Aluinkrantz, and boarding departments at Bedford, Salem and Doornkloof, but none of these schemes has reached the stage of actual building. It is to be hoped that the Managers of Alexandria A 2 will avail themselves of the offer made by the Kerkraad of the Dutch Reformed Church of a good site for new buildings.

The schools inspected have also been classified according to the furniture in use, with the following results:—

SCHOOL FURNITURE.

CLASS OF SCHOOL.	Satisfactory.	Fair.	Unsatisfactory.	Condemned.	Total.
Sp.	3	1	...	...	4
A 1	3	...	...	...	3
A 2	3	2	...	...	5
A 3	6	15	5	...	26
PF	3	13	10	5	31
Poor ... ..	...	3	3	...	6
B	3	14	5	...	22
C	1	1	...	...	2
Totals	22	49	23	5	99

Improvement is to be noted in the equipment of the Grahamstown School of Art, Rockcliffe A 2, Grahamstown, Douglas and Elementary Public Schools, Clumber A 3, and Sevenfountains A 3. The Housekeeping School has also been well equipped on modern lines during the year.

This is the last report under the system of personal guarantee for schools. Under it one has often had, in dealing with matters of buildings and equipment, to accept the best that the supporters of a school, generally few in number, could provide, even when it was not quite satisfactory. It will be possible to insist on a much better fulfilment of requirements when the responsibility rests on a public body having power to draw on the rates, or when, as in the case of P.F. schools, the proprietor has no responsibility for the teacher's salary.

I have the honour to be,

Sir,

Your obedient Servant,

W. G. BENNIE.

Grahamstown, 12th January, 1906.

3.—INSPECTOR D. CRAIB'S REPORT.

[CIRCUIT.—CAPE TOWN, GREEN & SEA POINT.]

SIR,—I have the honour to submit my report on this Circuit for the year ending 30th September, 1905.

I. *Administration.*—During the quarter ending 31st December, 1904, I was engaged in the inspection of 13 schools, of which 5 were High Schools, outside my own Circuit, viz., Robertson, Worcester Boys' and Worcester Girls', and Stellenbosch Boys' and Stellenbosch Girls'. The remaining eight schools were the four High Schools and four others, in my own Circuit. In the inspection of the four High Schools in my own Circuit I had the co-operation of Inspectors Noaks and Theron. During this quarter, also, the examination in practical work of the Pupil-teachers' Central Classes in Cape Town was conducted by Inspector Noaks. The quarters ending 31st March and 30th June, 1905, were devoted to schools in my own Circuit. During the quarter ending 30th September, 1905, besides co-operating with Inspectors Noaks and Theron in the inspection of the five High Schools in the southern Cape Suburbs, and with Inspectors Mitchell and Theron in the inspection of George Boys' High School, I completed the inspection of the schools in my own Circuit.

II. *Supply of Schools.*—The number of schools in operation during the Third Quarter of 1905, compared with the Third Quarter of 1904, shows an increase of one. The following table, A, shows the number and classification of the schools in the Circuit for the Third Quarters of 1905 and 1904 respectively.

A.—NUMBER OF SCHOOLS.

DIVISION.	Sp.	A1	A2	A3	D	E	B	Total, 1905.	Total, 1904.	Increase.
Cape Town, Green and Sea Point ...	6	7	6	12	2	7	14	54	53	1
Totals, 1905 ...	6	7	6	12	2	7	14	54	...	...
Do., 1904 ...	6	7	6	12	2	7	13	...	53	...
Increase ...	...	...	...	...	...	...	1	...	...	1

The following table, B, gives the distribution, according to class of school, of the schools opened and the schools closed, during the year ending 30th September, 1905.

B.—SCHOOLS OPENED AND CLOSED.

(1) *Schools Opened.*

DIVISION.	E.	B.	Total, 1905.	Total, 1904.	Increase.
Cape Town, Green and Sea Point ...	2	2	4	*	-2
Schools opened : Totals ...	2	2	4	6	-2

* These figures are for the period 1st July, 1903, to 30th June, 1904.

(2) Schools Closed.

DIVISION.	E.	B.	Total, 1905.	Total, 1904.	Increase.
Cape Town, Green and Sea Point ...	2	1	3	* 6	-3
Schools closed : Totals ...	2	1	3	6	-3
Result of Re-classification ...	...	...	...	...	...
Net Increase ...	...	1	1	...	...

* These figures are for the period 1st July, 1903, to 30th June, 1904.

The four schools opened had, during the quarter ending 30th September, a total average enrolment of 257, and are as follows :—

1. Cape Town : Hope Street (R.C.)	E. ..	Opened in 4th qr. of 1904.
2. ,, St. Aloysius' (R.C.)*	E. ..	1st qr. of 1905.
3. ,, Gray St. (now Muir St.) (Berl.)	B. ..	4th qr. of 1904.
4. ,, Harrington Street (Cong.)	B. ..	2nd qr. of 1905.

The three schools closed had a final total average enrolment of 247, and were as follows :—

1. Cape Town : Hope Street (R.C.)	E. ..	Closed in 2nd qr. of 1905.
2. ,, William Frederick	E. ..	3rd qr. of 1904.
3. ,, Bree Street (D.R.C.)	B. ..	2nd qr. of 1905.

The Hope Street (R.C.) E lived for only about six months, and had to be closed for want of sufficient numbers. In the William Frederick E School also the numbers languished almost to vanishing point. The Bree Street (D.R.C.) Mission School, with over 200 pupils, was closed owing to difficulties of financing. Its closure has largely increased the numbers in St. Paul's (E.C.) Mission School.

III. *Enrolment and Attendance.*—The following table, C, gives the average number of White and Coloured children on the roll during the Third Quarter of 1905, together with a comparison with the corresponding quarter of 1904.

C.—ENROLMENT.

DIVISION.	White.		Increase.	Coloured.		Increase.	Total.		Increase.	Percentage Increase.	
	1905.	1904.		1905	1904		1905.	1904.		1905.	1904.
Cape Town, Green and Sea Point	4823	4811	12	3133	3141	-8	7956	7952	4	.05	-6.1
Totals ...	4823	4811	12	3133	3141	-8	7956	7952	4	.05	-6.1
Percentage Increase, 1905 ...	...	...	.25	...	...	-.25	...	...	...	.05	...
Do., 1904 ...	...	...	-6.2	...	...	-5.8	...	...	...	...	-6.1

The total figures are practically the same as they were a year ago, while last year there was a slight drop in both White and Coloured schools, the Third Quarter of 1904 being much more rainy than the Third Quarter of 1905. Of the total school population, White children are 60.6 per cent. and Coloured children 39.4 per cent.

The following table, D, gives the average attendance and the percentage of average attendance to average enrolment for the Third Quarter of 1905, together with the corresponding figures for the Third Quarter of 1904.

D.—AVERAGE ATTENDANCE.

DIVISION.	Pupils Enrolled.	Average Attendance.	Percentage, 1905.	Percentage, 1904.
Cape Town, Green and Sea Point ...	7956	6814	85.6	85.4
Totals, 1905 ...	7956	6814	85.6	...
Do., 1904 ...	7952	6796	...	85.4

This table shows a continued increase in the percentage of average attendance to average roll.

The following table shows the average roll and average attendance for each of the four quarters of the year, and also the percentage of average attendance in each quarter.

PERCENTAGE OF AVERAGE ATTENDANCE TO AVERAGE ROLL.

	Average Roll.	Average Attendance.	Percentage.
Fourth quarter, 1904 ...	7949	6849	86.2
First ,, 1905 ...	8044	7085	88.1
Second ,, 1905 ...	7982	6738	84.4
Third ,, 1905 ...	7956	6814	85.6

The quarter ending 31st March again shows the highest percentage of average attendance, and the quarter ending 30th June the lowest. For the whole year the percentage of average attendance to average roll is 86.1. It is matter for regret that, in most schools, the muster is disappointing in the first week of each quarter.

IV. *Schools Inspected.*—During the year ending 30th September, 1905, the number of schools formally inspected in this Circuit was 54. Besides these formal inspections in my own Circuit I inspected, in co-operation with the Circuit Inspector, during the four quarters of 1904 and the Third Quarter of 1905, eleven High Schools outside my own Circuit, viz., five in Cape Suburbs and District, two in Stellenbosch, one in Robertson, two in Worcester, and one in George. In the inspection of the four High Schools in this Circuit, Inspectors Noaks and Theron co-operated. There were also 124 informal visits paid to schools in this Circuit.

V. *Pupils' Attainments at Inspection.*—Table E gives, for each class of school, the number of schools inspected, the number of pupils on the roll at the date of inspection, the number of pupils present at inspection, and the classification of pupils in the various Standards as the result of inspection; also the percentage of pupils above Standard IV. The pupils in High School Standards A and B are included in the headings Standards VI. and VII. respectively, and the pupils in High School Standards C and D are included in the number of ex-Standard pupils.

The percentage basis in Table E includes pupil-teachers and unclassified pupils.

E.—CLASSIFICATION OF PUPILS.

CLASS OF SCHOOL.	No. of Schools Inspected.	Pupils Enrolled.	Pupils present.	Sub-Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Pupil Teachers.	Unclassified.	Percentage above Std. IV*
Sp. ...	5	178	146	9	14	17	23	10	5	6	2	2	1	57	17.9
A 1 ...	7	1,845	1,780	262	142	178	213	267	203	170	117	198	29	1	40.3
A 2 ...	6	999	964	421	138	122	100	86	51	21	14	...	11	...	10.1
A 3 ...	12	1,791	1,704	831	232	237	164	122	51	29	8	...	30	...	6.9
D ...	1	182	180	43	26	26	22	23	16	8	...	...	10	6	19.5
E ...	8	352	271	110	36	38	24	13	2	2	1	...	...	45	2.2
B ...	15	2,727	2,427	1,861	250	173	80	41	10	1	...	...	11	...	0.9
Totals, 1905 ...	54	8,074	7,472	3,537	838	791	626	562	338	237	142	200	92	109	...
Do., 1904 ...	51	7,994	7,237	3,445	811	773	677	539	338	234	146	172	69	33	...
Percentages, 1905 ...	...	...	(100)	47.3	11.2	10.6	8.4	7.5	4.5	3.2	1.9	2.7	1.2	1.5	13.7
Do., 1904 ...	...	...	(100)	47.6	11.3	10.7	9.4	7.4	4.7	3.2	2.0	2.4	1.0	0.5	13.3

* Omitting unclassified pupils.

The percentage of pupils present at inspection, compared with the number then on the roll, is 92.5. The percentage during the period reported on last year was 90.7. The new alternative course in the three highest classes of Girls' High Schools has practically eliminated "unclassified" pupils from A 1 schools. The "unclassified" pupils in Evening schools consist of the students in the G.P.O. Technical School and the Commercial Evening School.

The following table, F, gives, for all schools, and for White and Coloured schools respectively, the percentage of pupils classified at inspection (1) in Standard I. and below, and (2) in Standard V. and above, together with the corresponding percentages last year. "Coloured Schools" is taken to mean "Mission Schools."

F.—STANDARD OF ATTAINMENT IN WHITE AND COLOURED SCHOOLS.

PUPILS.	All Schools.		White Schools (omitting Sp. & E.)		Coloured Schools.	
	Percentages.		Percentages.		Percentages.	
	1905.	1904.	1905.	1904.	1905.	1904.
In Standard I. and below...	59.4	59.1	44.8	45.5	86.9	86.5
In Standard V. and above (omitting unclassified pupils).	13.7	13.3	20.9	20.2	0.9	0.5

VI. *Pupils' Progress.*—Table G gives, for each class of school, the number of pupils presented in Standards, the number who passed, and the percentage of passes; the number of those presented in Standards who were also present at the preceding inspection; the number of those who were placed in a *higher*, in the *same*, or in a *lower* Standard, respectively; and the percentage placed in a *higher* Standard this year, with the corresponding percentage for 1904.

G.—PROGRESS OF PUPILS AT INSPECTION.

CLASS OF SCHOOL.	Presented in Standards.	Passed.	Percentage of Passes.	Present also at preceding Inspection.	Placed in <i>Higher</i> Standard.	Placed in <i>Same</i> Standard.	Placed in <i>Lower</i> Standard.	Percentage placed in	
								<i>Higher</i> Standard.	<i>Higher</i> Standard, 1904.
Sp. ...	78	50	64.1	50	33	17	...	66.0	71.9
A 1 ...	1499	1205	80.4	1015	850	162	3	83.7	81.3
A 2 ...	542	454	83.8	380	329	51	...	86.6	88.4
A 3 ...	900	634	70.4	698	515	183	...	73.8	82.2
D ...	122	83	68.0	83	61	22	...	73.5	79.2
E ...	130	68	52.3	36	22	14	...	61.1	45.8
B ...	640	377	58.9	463	295	165	3	63.7	73.9
Totals ...	3911	2871	73.4	2725	2105	614	6	77.2	80.6

VII. *Subjects of Instruction.*—*Arithmetic* and *Handwriting* are now, in most cases, the best taught subjects. *Reading* is frequently well advanced in schools other than Mission Schools, where it continues to be backward. *Composition* demands more systematic teaching. In Standard IV., even when a good knowledge is shown of the analysis of a simple sentence, the reproduction of the substance of a simple story is frequently disappointing. The introduction of the new *Drawing* syllabus has given an impetus to the teaching of this subject.

VIII. *Teachers.*—In the schools inspected during the year ending 30th September, 1905, there were at work 238 teachers, of whom 182, or 76.4 per cent., were certificated. The following Table H gives the classification of the various certificates held, "P.C." meaning "British Privy Council," and "O.E.G." meaning "Other European Governments."

H.—QUALIFICATIONS.

(This Table includes only Teachers in Schools Inspected.)

DIVISION.	Certificated.							Uncertificated.	Percentage Certificated.	
	P.C.	Other British.	O.E.G.	T 2.	T 3.	Miscellaneous.	Total.		1905.	1904.
Cape Town, Green and Sea Point	51	3	1	14	107	6	182	56	76.4	73.1
Totals ...	51	3	1	14	107	6	182	56	76.4	73.1

The next table, I, gives the classification of the Teachers according to sex.

I.—SEX.

(This Table is based on Quarterly Statistics.)

DIVISION.	Male.	Female.	Total.	Percentage of Male Teachers.	
				1905.	1904.
Cape Town, Green and Sea Point...	83	162	245	33.9	32.4
Totals ...	83	162	245	33.9	32.4

IX. *Libraries.*—Table J shows the number of schools, in the various classes, that are equipped with School Libraries.

J.—SCHOOLS POSSESSING LIBRARIES.

	A 1.	A 2.	A 3.	Other Schools.	Total.	
					1905.	1904.
Number of Schools in Circuit ...	7	6	12	29	54	53
Number possessing Libraries ...	7	6	11	12	36	31

X. *School Buildings and Furniture.*—In my report last year the A 1, A 2 and A 3 schools were roughly classified, according to the nature of the buildings and equipment, into four classes, viz., (a) Satisfactory, (b) Fair, (c) Unsatisfactory, and (d) Condemned. Regarding two of those then classed as Satisfactory, the need for

additional class-rooms is now felt at the South African College High School, and new class-rooms for the Infant department, together with a school hall, have recently been erected at the Sea Point Girls' School, which is now probably the best housed school in the Circuit. Excellent new school buildings for the Tamboer's Kloof A 2 school are almost ready for occupation, to take the place of those described last year as "Fair." In two of the three schools described last year as "Unsatisfactory," viz., Pepper Street School and South African College Preparatory School, but especially in the former, there is serious overcrowding. This has been relieved in the Pepper Street School by the removal of the Infant department to other premises, at some distance from the main school. The buildings, however, remain unsatisfactory in that, the school being mixed, separate playgrounds for the two sexes, with separate entrances, are absolutely necessary. In this locality additional school accommodation is urgently needed in the interests of White children. In all the five schools described last year as "Condemned" no change has taken place. All five are mixed schools, and none have suitable playgrounds. All the Mission schools are mixed, but none of them have separate playgrounds for the two sexes. In the case of several there is practically no playground but the street, and there is often serious overcrowding.

I have the honour to be,

Sir,

Your obedient Servant,

DAVID CRAIB.

Cape Town, January, 1906.

4.—INSPECTOR J. CRAIB'S REPORT.

[CIRCUIT.—CRADOCK, GRAAFF-REINET AND SOMERSET EAST.]

SIR,—I have the honour to submit my report for the year ended 30th September, 1905. As the Statistical Year included in the report of last year was dated from 1st July, 1903, to 30th June, 1904, the quarter from July to September, 1904, is not included in last year's report or in the present one. Special reference will be made to the work of that quarter, however, where necessary.

I. *Administration.*—During the First Quarter of the Statistical Year under review (October–December, 1904) the A 1 schools in the Circuit (including the High Schools, in the inspection of which I had as colleagues Inspectors Bartmann and Young) and a number of Private Farm schools in the Divisions of Cradock and Somerset East were examined. The practical work of several of the pupil-teachers in the Circuit was also taken during this quarter. In the Second Quarter (January–March, 1905) informal visits were made in all Divisions of the Circuit, and the Third Class and Mission schools in Somerset East were inspected. During the Third Quarter inspection was carried on in the Division of Cradock chiefly. In the Fourth Quarter the work lies entirely in the Division of Graaff-Reinet, including the practical work of most of the pupil-teachers in this Division. Informal visits in Cradock and Somerset East were also made in this quarter. During the year the Committee of the Cradock Poor School resigned, and the management of the school was taken over by the Committee of the Cradock Girls' High School.

II. *Supply of Schools.*—Table A gives the number, classification, and distribution of the schools in operation in the Circuit during the Third Quarter of 1905, as compared with the number for the quarter ending 30th September, 1904. There has been an increase of seven, chiefly in the class of A 3 schools. Table B shows the schools opened and closed during the Statistical Year under review.

A.—NUMBER OF SCHOOLS.

DIVISION.	Sp.	A 1.	A 2.	A 3.	P.F.	Poor.	B.	Total, 1905.	Total, 1904.	Increase.
Cradock ...	...	2	1	5	20	2	2	32	27	5
Graaff-Reinet ...	2	2	1	7	10	5	6	33	32	1
Somerset East ...	...	2	...	10	19	3	11	45	44	1
Totals, 1905 ...	2	6	2	22	49	10	19	110	...	...
Do., 1904 ...	2	6	2	16	48	9	20	...	103	...
Increase ...	...	...	...	6	1	1	-1	...	...	7

B.—SCHOOLS OPENED AND CLOSED.

(1) *Schools Opened.*

DIVISION.	A 3.	P.F.	Poor.	B.	Total, 1905.	Total, 1904.	Increase.
Cradock ...	2	10	...	...	12	*	1
Graaff-Reinet ...	...	3	2	...	5	10	-5
Somerset East ...	3	6	...	1	10	10	...
Schools opened: Totals:	5	19	2	1	27	31	-4

* These figures are for the period 1st July, 1903, to 30th June, 1904.

[G. 5—1906.]

E

(2) Schools Closed.

DIVISION.	A 3.	P.F.	Poor.	B.	Total, 1905.	Total, 1904.	Increase.
Cradock	1	5	...	1	7	11	-4
Graaff-Reinet ... ..	...	4	...	...	4	8	-4
Somerset East ... ..	...	8	...	1	9	5	4
Schools closed: Totals	1	17	...	2	20	24	-4
Result of Re-classification	2	-1	-1	...	...	...	...
Net increase	6	1	1	-1	7	...	...

* These figures are for the period 1st July, 1903, to 30th June, 1904.

A glance at the tables will show that there has been no change in the number of Special, A 1 and A 2 schools, while two Poor schools have been opened in Graaff-Reinet and one Mission school in Somerset East. Two Mission schools, however, in the Circuit have been closed. Five Third Class schools have been opened, and one closed. One P.F. and one Poor have been reclassified as Third Class schools. The temporary nature of many Private Farm schools is seen, as during the year nineteen have been opened and seventeen closed. This want of continuity is due in some cases to financial reasons, in others to difficulty in obtaining teachers, while in other cases the older pupils are sent to town schools, leaving the number available on the farm too small to warrant the continuance of the school. A remedy for this, however, is being adopted wherever convenient, viz., the co-operation of several farmers to form a Third Class Public school in their neighbourhood. It will be seen from the totals that in each District of the Circuit the number of schools has increased, especially in Cradock. It cannot be said, however, that the supply of schools in any of the Districts is adequate. In many of the outlying kloofs of all three there is scope for the establishment of Public and Poor schools. The Education Act of 1905, by improving the machinery for the establishment of schools and increasing the financial prospects of district teachers, may help materially towards this end. Generally speaking, the advance made during the year under review is all the more satisfactory, as the increase is in the class of Public schools, whereas in previous years it has been chiefly in the class of P.F. schools.

III. *Enrolment and Attendance.*—The following tables show the enrolment and attendance at the end of the Third Quarter, 1905, together with the numbers for the same quarter, 1904:—

C.—ENROLMENT.

DIVISION.	White.		Increase.	Coloured.		Increase.	Total.		Increase.	Percentage Increase.	
	1905.	1904.		1905.	1904.		1905.	1904.		1905.	1904.
Cradock	929	890	39	185	458	-273	1114	1348	-234	-17.4	5.3
Graaff-Reinet	1431	1344	87	694	789	-95	2125	2133	-8	-0.4	5.4
Somerset East	971	927	44	671	733	-62	1642	1660	-18	-1.1	12.1
Totals	3331	3161	170	1550	1980	-430	4881	5141	-260	...	...
Percentage Increase, 1905 ... ..	...	...	5.4	...	...	-21.7	...	...	...	-5.1	...
Do., 1904 ... ..	...	...	9.6	...	...	4.1	...	...	...	...	7.5

The above table shows that there has been a fair increase in all Divisions of the Circuit in the case of White children, and an unsatisfactory decrease in the enrolment of Coloured children, especially in the Division of Cradock. The increase in White pupils for Graaff-Reinet would have shown better, had the comparison been made with the numbers for the Second Quarter of 1904 (the date of last report) instead of the Third Quarter. This is all the more striking, as the increase in

schools for this Division during the year is only one. The gain in enrolment has taken place therefore at the existing schools, and two-thirds of it at those in the towns. In the case of Cradock, where, during the year, there has been an increase of five schools, the gain in enrolment is entirely in the country schools, there being a fall in the enrolment of the town schools. In Somerset East the increase is divided almost equally between town and country schools.

The following table shows the number of Town and Country schools, and the enrolment in each respectively, for the Third Quarters of 1904 and 1905. Appended is a table, giving, for each Division of the Circuit, the population, the actual number of children enrolled, and the number of children of school-going age reckoned on the basis of 15.5 per cent. of the total population. As, however, no account is taken of the Private schools in existence in the Circuit (which are neither many nor large) the figures must be taken as merely approximate, though they may be of use for future reference.

DIVISION.	Enrolment in				Number of			
	Town Schools.		Country Schools.		Town Schools.		Country Schools.	
	1905.	1904.	1905.	1904.	1905.	1904.	1905.	1904.
Cradock	641	679	288	211	5	5	25	19
Graaff-Reinet	1215	1158	216	186	11	11	16	15
Somerset East	645	619	326	308	4	4	30	29
Totals	2501	2456	830	705	20	20	71	63

DIVISION.	Census Returns of White Population, 1904.			Actual Number of White Children Enrolled.			Number of White Children of School-Going Age.			Percentage of White Children in Attendance.
	Town	Country	Total	Town	Country	Total	Town	Country	Total	
Cradock	3518	4203	7721	641	288	929	545	651	1196	78
Graaff-Reinet	4878	2952	7830	1215	216	1431	756	457	1213	118
Somerset East	2250	5593	7843	645	326	971	349	867	1216	80
Totals ... ..	...	...	23394	...	...	3331	...	...	3625	92

With regard to the enrolment of Coloured children in the Circuit, the most important feature is the extraordinary decrease in all Divisions. In Cradock, the greater number of the children withdrawn belong to the school in connection with the London Missionary Society, which at present is not eligible for Government aid. This school in 1904 had an enrolment of over 200. The other Mission schools in Cradock, however, have also considerably fallen off in attendance. Of the six Mission schools in Graaff-Reinet the enrolment of each of the four in the urban area has seriously decreased, while that of each of the two rural schools has increased slightly. In Somerset East one Mission school with over 30 pupils has been closed owing to the breaking up of a Location, but to counterbalance this a new rural Mission school has been opened. Of the eleven Mission schools in this Division nine show a considerable decrease. Financial depression, and the consequent exodus of many families to other parts in search of work, may explain to some extent this fall in the enrolment.

D.—AVERAGE ATTENDANCE.

DIVISION.			Pupils Enrolled.	Average Attendance.	Percentage, 1905.	Percentage, 1904.
Cradock	...	...	1114	1013	90.9	88.4
Graaff-Reinet	...	...	2125	1816	85.5	87.7
Somerset East	...	...	1642	1405	85.6	85.7
Totals, 1905			4881	4234	86.7	...
Do., 1904			5141	4484	...	87.2

Table D shows a slight decrease in the average attendance throughout the Circuit as a whole. Taking the Divisions separately, the increased average attendance in Cradock is gratifying. In Graaff-Reinet there is a slight decrease of over 2 per cent., while the average attendance in Somerset East remains practically what it was for the corresponding quarter of 1904. In both of the latter Divisions it is about 5.5 per cent. less than in Cradock, due partly to the much smaller percentage of children attending Poor and B schools in this District. The attendance at Poor and Mission Schools does not, as a rule, reach such a high average as that at the other classes of school. In addition, however, there was during the year a more than usual amount of sickness prevalent.

IV. *Schools Inspected.*—During the Statistical Year under review there have been 97 formal inspections and 147 informal visits. One school has been inspected twice, but the later inspection only is reckoned in the total number given above. The great increase in the number of informal visits was rendered necessary owing to frequent changes in staff, especially in lower grade schools, and was undertaken to supervise equipment, classification, time-tables, and work generally, and to effect correct daily and weekly registration, and quarterly totals.

V. *Pupils' Attainments at Inspection.*—Table E gives in detail for the different classes of schools the number inspected, the number of pupils and pupil-teachers enrolled, the number present at inspection, the classification after inspection, and the totals and percentages for 1904 and 1905, and the percentage of the children above Standard IV. in each class of school.

E.—CLASSIFICATION OF PUPILS.

CLASS OF SCHOOL.	Number of Schools Inspected.	Pupils Enrolled.	Pupils Present.	Sub-Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Pupil Teachers.	Unclassified.	Percentage above Standard IV.	
Sp.	2	51	51	15	8	9	10	5	4	...	...	...	...	...	7.8
A 1	6	1235	1204	135	90	148	149	186	180	127	68	93	22	1	41.1	
A 2	2	244	242	62	34	44	21	28	4	34	6	3	6	...	21.9	
A 3	16	837	802	257	145	117	97	85	48	27	10	5	11	...	12.6	
P.F.	42	348	347	71	60	80	46	47	28	13	2	...	...	...	12.4
Poor	11	484	439	194	93	74	45	26	4	3	...	...	...	...	1.6
B	18	1590	1498	883	228	194	126	55	12	...	...	...	...	...	0.8
Totals, 1905		97	4789	4583	1617	658	666	494	432	280	204	86	106	39	1	...
Do., 1904		91	4897	4572	1980	602	516	486	413	257	150	65	69	34
Percentages, 1905		95.7	35.3	14.4	14.5	10.8	9.4	6.1	4.4	1.9	2.3	0.9	...	16.0
Do., 1904		93.3	43.3	13.1	11.3	10.6	9.0	5.6	3.2	1.4	1.5	1.7	...	12.5

There is an increase in the number of schools inspected during the year as compared with the number for 1904, and the percentage of pupils present at inspection has also increased by 2.5. The number enrolled at inspection is, however, less than that for 1904, owing to the great falling off in attendance at Mission schools. The decrease in the percentage in the Sub-Standards is gratifying, and is due chiefly to the withdrawal of very young children from the Mission schools. There is a gradual increase in the percentage in the Standards, showing that the pupils are remaining longer at school. This feature is also brought out by a comparison of the percentages above Standard IV. for 1905 and 1904. In First, Second and Third Class schools this has risen during the year under review. In Farm schools, however, it has fallen, a fact which does not show want of progress, but rather that pupils are being sent to Town schools earlier than formerly. In last report comment was made upon the unsatisfactory decrease in the number of pupil-teachers in the Circuit. A slight increase is perceptible since that report, but the number of pupil-teachers in training at the Girls' schools in Cradock and Somerset East is very much below the number which might reasonably be expected of them.

Table F gives a comparison of the attainments of pupils in White and Coloured schools for the years 1904 and 1905.

F.—STANDARD OF ATTAINMENT IN WHITE AND COLOURED SCHOOLS.

PUPILS.	All Schools.		White Schools (omitting Sp.)		Coloured Schools	
	Percentages.		Percentages.		Percentages.	
	1905.	1904.	1905.	1904.	1905.	1904.
In Standard I. and below	49.6	56.4	37.7	39.5	74.2	80.0
In Standard V. and above	15.6	12.5	22.7	21.6	0.8	0.4

Taking all schools together the advancement is noticeable, and the improvement in both White and Coloured schools is satisfactory.

VI. *Pupils' Progress.*—Of the 97 schools, with 4,583 pupils present, inspected during the Statistical Year, 76, with 4,357 pupils, were also inspected during the year 1904. Of this latter number, 2,990 were presented in Standards, of whom 2,130 were also in Standards in 1904. Table G shows the success of the pupils presented in Standards in 1905, and the progress of the pupils inspected in Standards both in 1904 and 1905.

G.—PROGRESS OF PUPILS AT INSPECTION.

CLASS OF SCHOOL.	Presented in Standards.	Passed.	Percentage of Passes.	Present also at preceding Inspection.	Placed in higher Standard.	Placed in same Standard.	Placed in lower Standard.	Percentage placed in higher Standard, 1905.	Percentage placed in higher Standard, 1904.
Sp.	36	30	83.3	27	26	1	...	96.3	80.0
A 1	1,039	882	84.9	698	607	91	...	86.9	81.2
A 2	172	138	80.2	133	120	13	...	90.2	94.3
A 3	547	424	77.5	393	331	62	...	84.2	85.6
P.F.	282	247	87.6	160	136	24	...	85.0	84.6
Poor	251	192	76.5	160	122	38	...	76.2	77.2
B	663	474	71.5	559	410	148	1	73.4	77.2
Totals	2,990	2,387	79.8	2,130	1,752	377	1	82.2	81.0

The percentage of passes remains practically what it was in 1904. In First Class schools the percentage of passes and the percentage placed in a higher standard have both risen considerably. In Second and Class Third Class schools these percentages have fallen. In Private Farm schools there is a slight rise, and in Poor and Mission schools there is a considerable fall. On the whole, however, the percentage placed in a higher standard has risen.

VII. *Subjects of Instruction.*—A noticeable improvement has taken place in the teaching of *Reading and Recitation*. More attention is being paid to proper emphasis and phrasing, and to correct pronunciation. Efforts are being made to develop intelligence by questioning the pupils in all Standards on the subject matter of all lessons. In Mission schools the constant use of English in this connection is necessary. *Writing* is, on the whole, satisfactorily taught, and throughout the Circuit the recommended style (semi-upright) is being adopted. Slate work is as a rule excellent, and in most cases the home exercise work is careful. Mechanical work in *Arithmetic* is generally well done, but intelligent instruction in solving problems, daily practice in Mental Arithmetic, and insistence on careful and methodical setting down of work leave much to be desired in many of the smaller schools. Some improvement in *Grammar and Composition* has been noticed during the year, and thorough grounding in both these subjects in the lower Standards would produce more marked success in the upper. *Geography and History* are still in too many schools taught as mere lists of names and dates. They are not made sufficiently interesting or educative. *Drill, Physical Exercises and Drawing* show improvement. Outside the High Schools in the Circuit, good work in *Classics, Modern Languages, Mathematics and Botany* is done in the Girls' A 1 schools in Graaff-Reinet and Somerset East; *Classics, Mathematics and Dutch* in the A 2 schools at New Bethesda and Maraisburg, and in the A 3 at Pearston. *Woodwork* is being taught at the Boys' A 1 and A 2 schools in the Circuit.

VIII. *Teachers.*—Table H deals with the qualifications of Teachers in the schools inspected. "P.C." means "British Privy Council."

H.—QUALIFICATIONS.

(This Table includes only Teachers in Schools Inspected.)

DIVISION.	Certificated.							Uncertificated.	Percentage Certificated.	
	P.C.	Other British.	T 1.	T 2.	T 3.	Misc.	Total.		1905.	1904.
Cradock ...	7	...	...	4	26	1	38	15	71·7	72·3
Graaff-Reinet ...	2	1	1	10	34	4	52	23	69·3	67·1
Somerset East ...	4	1	...	3	46	1	55	27	67·1	53·8
Totals ...	13	2	1	17	106	6	145	65	69·0	63·7

The percentage of certificated Teachers in the Division of Cradock has decreased, and there has been a great increase in the percentage for Somerset East, tending to raise this District almost to the level of the others.

Table I classifies Teachers in the Circuit according to Sex, and is based upon the Quarterly Statistics of the Third Quarter of 1905. A comparison is made with the Second Quarter of 1904.

I.—SEX.

(Based on Quarterly Statistics.)

DIVISION.	Male.	Female.	Total.	Percentage of Male Teachers.	
				1905.	1904.
Cradock ...	11	54	65	16·9	20·7
Graaff-Reinet ...	27	53	80	33·7	26·0
Somerset East ...	26	48	74	35·1	34·3
Totals ...	64	155	219	29·2	27·3

The percentage of Male Teachers in the Circuit has risen by 2. The percentage in Cradock has fallen off by almost 4, and has risen in Graaff-Reinet by almost 8.

IX. *Libraries.*—All the First and Second Class schools, and the more important and permanent A 3 schools possess libraries. Table J shows that there has been an increase of three libraries in the Circuit during the year.

J.—SCHOOLS POSSESSING LIBRARIES.

	A 1.	A 2.	A 3.	Other Schools.	Total.	
					1905.	1904.
Number of Schools in Circuit	6	2	22	80	110	103
Number possessing Libraries	6	2	8	2	18	15

X. *Buildings and Furniture.*—During the year the new School Buildings and Boarding House of the Graaff-Reinet Boys' High School have been completed though not occupied, and the new Kindergarten room of the Somerset East Girls' A 1 and the new school of the Somerset East Poor were finished and occupied during the Third Quarter of 1905. The new school buildings of the Cradock Girls' High School are making rapid progress. The schoolrooms of the Somerset East and the Middleton Wesleyan Mission Schools have been rebuilt, and are practically new buildings. New schools are contemplated in connection with the Somerset East Girls' A 1 and the New Bethesda A 2, but it is regrettable that no progress has been made in the negotiations for a site and new buildings for the Somerset East Boys' High School. Most of the Private Farm schools in the Circuit are satisfactorily housed, but in this class of school improved equipment in desks is in many cases required. Third Class schools and Poor schools in the country are, considering their nature, fairly well housed. Of Mission schools, the Somerset East English Church and the Cookhouse Wesleyan are unsatisfactory.

A classification of Buildings and Equipment, for schools in existence in the Third Quarter of 1905, is given below.

BUILDINGS AND EQUIPMENT.

CLASS.	Total Number of Schools.	Satisfactory.	Fair.	Unsatisfactory.	Number Classified.
Sp. ...	2	2	...	...	2
A1 ...	6	1	5	...	6
A2 ...	2	...	2	...	2
A3 ...	22	11	7	2	20
P.F. ...	48	22	19	2	43
Poor ...	11	6	5	...	11
B ...	19	7	8	4	19
Totals ...	110	49	46	8	103

Two Third Class schools and five Private Farm schools were not visited. It will be seen that less than 50 per cent. of the total number are satisfactory. In the case of A1 and A2 schools classified as Fair or Unsatisfactory, the buildings are out of date. In the A3 schools the ventilation is defective, the floors bad, the ceilings low, and the equipment meagre.

I have the honour to be,

Sir,

Your obedient Servant,

JAMES CRAIB,

Somerset East, 10th January, 1906.

5.—INSPECTOR ELY'S REPORT.

[CIRCUIT.—KING WILLIAM'S TOWN.]

SIR,—I have the honour to submit to you my report for the Statistical Year ended 30th September, 1905.

I. *Administration.*—During the year the inspection of the Practising School at St. Matthew's was transferred from the Second to the Fourth Quarter. This change was rendered necessary by the formation of a class for the Sixth Standard, which is the test for admission to the Pupil Teachers' Classes. It was found that scholars who succeeded in passing the Sixth Standard in June lost six months, as they could not be admitted to the Training School until the following January. Owing to an epidemic of typhoid among the Natives at Pirie Mission Station the inspection of the U.F.C. School there had also to be postponed to the Fourth Quarter.

In response to a widely expressed desire that Standard V. might be allowed in ordinary Mission schools, it was decided that classes for that Standard might be formed in schools, approved by the Inspector, on condition that in every such school there should be *two fully qualified* teachers; that there should be at least *ten* pupils in the class; and that English should be efficiently taught. The last condition is of the utmost importance, as boys and girls, especially the latter, on passing Standard V. often obtain posts as Assistant Teachers in Mission schools, and it is essential, if they are to be of any use, that they should have at least a fair knowledge of English.

During the year three cases have occurred of native teachers refusing to take up appointments which they had accepted. As agreements between Missionaries and teachers are generally made verbally, and probably without witnesses, a missionary has no redress should a teacher disappoint him. As a solution of the difficulty I would suggest that a native teacher on being appointed to a school should sign an agreement accepting the appointment. Should he then refuse to fulfil his engagement the missionary would be able to prove breach of contract.

II. *Supply of Schools.*—The number of schools (137) in this Division is the same as it was last year, ten having been opened and an equal number closed during the year.

A.—NUMBER OF SCHOOLS.

DIVISION.	A 1.	A 2.	A 3.	E.	P.F.	Poor	B.	C 1.	C.	Total.		In-crease.	
										1905	1904		
King William's Town	...	2	3	12	1	1	2	114	1	1	137	137	...
Totals, 1905	...	2	3	12	1	1	2	114	1	1	137
Do., 1904	...	2	3	12	...	3	2	113	1	1	...	137	...
Increase	1	-2	...	1

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F

B.—SCHOOLS OPENED AND CLOSED.

(1) Schools Opened.

DIVISION.	A 3.	E.	P.F.	B.	C.	Total.		Increase.
						1905	1904	
King William's Town ...	1	1	1	7	...	10	9	1
Schools Opened : Totals ...	1	1	1	7	...	10	9	1

(2) Schools Closed.

King William's Town ...	1	...	3	6	...	10	8	2
Schools Closed : Totals ...	1	...	3	6	...	10	8	2
Result of Reclassification ...	...	...	...	...	...	...	...	...
Net Increase ...	...	1	-2	1	...	...	...	...

* These figures are for the period 1st July, 1903, to 30th June, 1904.

III. *Enrolment and Attendance.*—The numbers under these headings are disappointing, showing as they do a loss of 1·82 per cent. of White and ·70 per cent. of Coloured pupils in the enrolment, and a decline of 2·49 per cent. in the average attendance. The fall in the enrolment may, in the case of White children, be attributed partly to the closing of three P.F. schools, and in that of Coloured children largely to the prevalence of fever in the native locations. For this reason the U.F.C. Mission School at Pirie, which on the 23rd June had 181 pupils on the roll and an average attendance of 137, had to be closed during the whole of the Third Quarter of the year, and, therefore, does not appear in the returns for that quarter. The number of White children in unaided schools is approximately 340.

C.—ENROLMENT.

DIVISION.	White.		Increase.	Coloured.		Increase.	Total.		Increase.	Percentage Increase.	
	1905	1904		1905	1904		1905	1904		1905	1904
King William's Tn.	1670	1701	-31	7260	7311	-51	8930	9012	-82	-91	...
Percentage Increase 1905 ...	...	...	-1·82	...	...	-·70	...	...	...	-91	...
Do. 1904 ...	...	...	8·76	...	...	2·73	...	...	...	...	3·82

D.—AVERAGE ATTENDANCE.

DIVISION.	Pupils Enrolled.	Average Attendance.	Percentage, 1905.	Percentage, 1904.
King William's Town ...	8930	7023	78·65	81·14
Totals, 1905 ...	8930	7023	78·65	...
Do. 1904 ...	9012	7313	...	81·14

IV. *Inspection of Schools.*—During the year I inspected 141 schools and paid 96 informal visits. In connection with the latter it is gratifying to note that in Native schools the registers are kept more methodically. Two points, however, still need attention: (1) The registers must be marked at the times specified; (2) full hours must be kept on the first and last days of the quarter. The instructions on both these points are explicit and must be strictly observed.

V. *Pupils' Attainments at Inspection.*—In Tables E and F the classification of pupils in the Elementary Standards is shown. These tables show that the year, on the whole, has been one of loss, the only Standards in which progress has been made being Standard I. (·97 per cent.) and Standard VII. (·26 per cent.). Better results would no doubt have been produced had the inspection of the two large schools at St. Matthew's and Pirie taken place at the usual time. To this change of date may also be attributed the decline (1·95 per cent.) in the percentage of pupils in and above Standard V.

E.—CLASSIFICATION OF PUPILS.

CLASS OF SCHOOL.	No. of Schools Inspected.	Pupils Enrolled	Pupils present.	Sub-Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Pupil Teachers.	Unclassified.	Percentage above St. IV.
A 1 ...	2	393	380	30	22	37	40	53	80	46	41	30	1	...	52·11
A 2 ...	3	405	386	161	52	49	52	47	16	3	...	...	6	...	6·48
A 3 ...	13	794	742	222	86	145	99	92	54	18	3	...	23	...	13·21
P.F. ...	3	28	27	10	4	7	2	2	1	1	...	...	...	...	7·40
Poor ...	2	126	103	63	13	17	7	1	2	...	...	...	...	...	1·94
B ...	116	6680	5577	3117	984	693	536	247	...	...	...	...	...	...	100·00
C 1 ...	1	56	56	...	...	...	...	...	...	...	...	...	...	56	...
C ...	1	229	203	70	43	24	15	14	16	6	...	...	15	...	18·23
Totals, 1905 ...	141	8711	7474	3673	1204	972	751	456	169	74	44	30	101	...	...
Do., 1904 ...	115	7500	6420	2805	972	956	706	497	212	113	21	24	114	...	...
Percentages, 1905 ...	...	...	...	49·14	16·11	13·01	10·05	6·10	2·26	·99	·59	·40	1·35	...	5·59
Do., 1904 ...	...	...	...	43·69	15·14	14·89	11·00	7·74	3·30	1·76	·33	·37	1·78	...	7·54

F.—STANDARD OF ATTAINMENT IN WHITE AND COLOURED SCHOOLS.

PUPILS.	All Schools.		White Schools.		Coloured Schools. (omitting C1.)	
	Percentages.		Percentages.		Percentages.	
	1905.	1904.	1905.	1904.	1905.	1904.
In Standard I. and below...	65·25	58·83	40·48	40·17	72·90	64·19
In Standard V. and above	5·59	7·54	19·84	21·71	0·65	2·89

The following table shows the percentage of gain or loss in the different classes of schools in respect of pupils above Standard IV. :

A 1 ..	1·80 per cent.	Poor ..	1·94 per cent.
A 2 ..	-2·29 "	B ..	-1·69 "
A 3 ..	-0·31 "	C ..	-2·92 "
P.F. ..	7·40 "		

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The percentage increase is given here :—

	Percentage Increase, All Schools.	Percentage Increase, White Schools.	Percentage Increase, Coloured Schools.
Standard I. and below ...	6.42	0.31	8.71
Standard V. and above ...	-1.95	-1.33	-2.24

The numbers in the High School Standards are given in the following table, and are compared with the previous year.

	A.	B.	C.	D.	Total.
1904 ...	36	22	15	13	86
1903 ...	50	19	16	7	92

VI. Pupils' Progress.—In Table G this year's progress is compared with last year's.

G.—PROGRESS OF PUPILS AT INSPECTION.

CLASS OF SCHOOL.	Presented in Standards.	Passed.	Percentage of Passes.	Present also at preceding Inspection.	Placed in higher Standard.	Placed in same Standard.	Placed in lower Standard.	Percentage placed in higher Standard, 1905.	Percentage placed in higher Standard, 1904.
A 1 ...	349	275	78.80	204	160	44	...	78.43	83.71
A 2 ...	220	200	90.90	139	127	12	...	91.37	84.62
A 3 ...	509	421	82.71	360	294	65	1	81.67	80.66
P.F. ...	17	14	82.35	10	10	...	...	100.00	...
Poor ...	47	31	65.96	21	14	5	2	66.66	68.18
B ...	2801	1856	66.26	2034	1204	776	54	59.19	65.94
C ...	128	94	73.44	107	72	35	...	67.29	74.50
Totals ...	4071	2891	71.01	2875	1881	937	57	65.42	69.76

Three classes of schools have improved upon last year's work, viz., A 2, A 3 and P.F. Gain and loss are distributed among the different classes of schools as follows :—

A 1 ..	-5.28 per cent.	Poor ..	-1.52 per cent.
A 2 ..	6.75 "	B ..	-6.75 "
A 3 ..	1.01 "	C ..	-7.21 "
P.F. ..	100.00 "		

In the case of Private Farm Schools the high percentage is accounted for by the fact that last year a comparison with the previous year was not possible.

VII. Subjects of Instruction.—Reading: It would be an excellent thing if teachers in Native Schools would occasionally exercise their pupils in reading at sight from a book not in ordinary use in the school. Dictation from the set book is by no means bad; but pupils, when called upon to spell words not in the book, often fail. In this subject, too, it would be well to select, say once a week, passages from a book with which the scholars are not familiar. Grammar: Too much time is given to the technicalities of the subject. It is not an uncommon thing to find pupils, who can parse and analyse fairly well, unable to express themselves in correct English. More

stress must be laid on *Composition*, and in this subject special attention must be paid to *spelling* and *punctuation*. *Modern Languages*: The teaching of these should not be confined to translation and retranslation. Pupils should, as far as possible, be practised in conversation, and free use should be made of *Oral Composition* on the lines laid down in the Elementary School Course.

VIII. Teachers.—Table H shows the Qualifications of Teachers in schools inspected during the year, and I their Sex, based on the Quarterly Statistics.

H.—QUALIFICATIONS OF TEACHERS.

(This Table includes only Teachers in Schools Inspected.)

DIVISION.	Certificated.						Uncertificated.	Percentage Certificated.	
	P.C.	Other British.	T 2.	T 3.	Miscellaneous.	Total.		1905.	1904.
King Wm.'s Town	8	1	9	80	2	100	167	37.45	40.87
Totals ...	8	1	9	80	2	100	167	37.45	40.87

The number of teachers last year was 234, so that there has been increase of 33; but as most of these are uncertificated the percentage of certificated teachers has fallen from 40.87 to 37.45, or 3.42 per cent.

I.—SEX.

(Based on Quarterly Statistics.)

DIVISION.	Male.	Female.	Total.	Percentage of Male Teachers.	
				1905.	1904.
King William's Town ...	97	184	281	34.52	32.58
Total ...	97	184	281	34.52	32.58

This shows an increase of 1.94 per cent. in the percentage of Male Teachers; last year the increase amounted to .90 per cent.

Forty-five pupil teachers were examined in their practical work and classified as follows :—

	1st Year.	2nd Year.	3rd Year.	Total.
1905 ...	12	24	9	45
1904 ...	26	19	9	54

I also examined in his practical work a Native Teacher, who had passed the written part of the Second Year Pupil Teachers' examination in January, 1905. Adding him to the total above we have a loss of eight or 14.81 per cent., three-fourths of which fall upon one school. It is regrettable also to note a further decrease of

9.67 per cent. in the number on the roll of the E.C. Training School at St Matthew's, Keiskama Hoek. Last year the number fell from 70 to 62, or 11.4 per cent. The results of two inspections are here given :—

	On the Roll.	Present.	1st Year.	2nd Year.	3rd Year.
1905 ...	56	56	27	16	13
1904 ...	62	62	38	11	13

IX. *Libraries*.—Eleven schools possess Libraries; there has been no addition to the number this year.

J.—SCHOOLS POSSESSING LIBRARIES.

	A 1.	A 2.	A 3.	Other Schools.	Total.	
					1905.	1904.
Number of Schools in Circuit	2	3	12	120	137	137
Number possessing Libraries	2	3	5	1	11	11

The Managers of the following Schools should avail themselves of the facilities offered by the Department to provide them with Libraries :—

Berlin, A 3.	Mnqesha, A 3.
Blaney (Railway), A 3.	Welcome Wood, A 3.
Braunschweig, A 3.	Children's Home, Poor.
Fort White, A 3.	Don Poor School.
K.W.T., St. Joseph's Boys' (R.C.) A 3.	

X. *School Buildings and Furniture*.—The new buildings for the Don Poor School, King William's Town, and for the A 3 School at Frankfort were completed and opened, the former in January and the latter in August, 1905. In the next list the schools are classified according to Buildings and Equipment.

Satisfactory.

K.W.T., Queen Street, A2.	Izeli, A 3 (R.C.).
K.W.T., Taylor Street, A2.	Mnqesha, A 3.
Blaney, A 3.	K.W.T., Don Poor School.
Fort White, A 3.	St. Matthew's (E.C.), C 1.
Frankfort, A 3.	

Fair.

Berlin, A 3.	Welcome Wood, A 3.
Geelhoutboom, A 3.	Bird Fountain, P.F.
Keiskama Hoek, A 3.	Mount Pleasant, P.F.
K.W.T. Convent Girls' (R.C.), A 3	Peelton (Ind.), C.
K.W.T., St. Joseph's Boys', (R.C.) A 3.	

Unsatisfactory.

K.W.T., Boys' High School, A 1.	Cambridge Road, A 2.
K.W.T., Girls', A 1.	Braunschweig, A 3.

Of the 119 B schools, 12 were satisfactory, 93 fair, and 14 unsatisfactory.

I have the honour to be,

Sir,

Your obedient Servant,

F. HOWE ELY.

King William's Town, 11th January, 1906.

6.—INSPECTOR FREEMAN'S REPORT.

[CIRCUIT.—ABERDEEN, BEAUFORT WEST, JANSENVILLE, PRINCE ALBERT AND WILLOWMORE.]

SIR,—I have the honour to submit to you my report for the year ending 30th September, 1905.

I. *Administration*.—The Fourth Quarter of 1904 was spent in inspecting 16 schools in the Divisions of Prince Albert, Aberdeen and Willowmore. I also assisted in the Circuits of Inspectors D. Craib and Noaks during the month of October, and spent two weeks on a journey to Knysna to inspect the practical work of pupil-teachers in that Division. In the First Quarter of 1905 I inspected the rest of the Aberdeen schools and all those of Beaufort West. The Second Quarter was wholly occupied in Willowmore. In the Third Quarter all the schools of Prince Albert, 11 in Jansenville and 2 each in Beaufort West and Willowmore were inspected. Informal visits were paid as frequently as possible, though owing to lack of time about 70 schools in the Circuit received only one visit during the year.

II. *Supply of Schools*.—From Table A it can be seen that the total increase in the number of schools in the Circuit during the year was 26, that is 8 more than the increase for the previous year. Willowmore and Beaufort West, with 11 and 9 more schools respectively, show the largest increase. Private Farm schools have increased at a greater rate than schools of other grades, Third Class schools coming next. These two classes are the only ones that can be opened in most parts of the Circuit owing to the sparseness of population. There is room for many more Farm schools, especially in the Divisions of Beaufort West, Prince Albert and Aberdeen, and with a continuance of good seasons no doubt more will be opened, though the difficulty of finding suitable teachers deters many farmers.

From Table B it will be seen that 4 fewer schools have been opened during this year than last, but on the other hand 12 fewer have been closed. The fact that only 7 Farm schools have been closed is a satisfactory feature, as this class of school has a short life as a rule. Two Private Farm schools and 1 Poor school have been re-graded as Third Class Public schools during the year. The existence of 37 Poor schools, all but 4 in Jansenville, Prince Albert and Willowmore, is an indication of the amount of poverty in those parts, though it may be said that in many cases parents might do more to help themselves than they do at present. New Mission schools were opened at Klipplaat, Steytlerville, Swanepoel's Poort and Beaufort West Location; the one at Swanepoel's Poort was closed after the Second Quarter through lack of support. A Third Class school for Coloured children was opened in the town of Beaufort West, and seems to supply a want, though the number of pupils has not come up to the expectations of the promoters.

A.—NUMBER OF SCHOOLS.

DIVISION.	A 1.	A 2.	A 3.	P.F.	Poor.	B.	Total, 1905.	Total, 1904.	Increase.
Aberdeen ...	...	1	1	12	1	2	17	15	2
Beaufort West ...	2	...	1	16	3	4	26	17	9
Jansenville ...	...	1	8	5	11	3	28	26	2
Prince Albert ...	1	...	4	3	9	3	20	18	2
Willowmore	2	17	13	13	3	48	37	11
Totals, 1905 ...	3	4	31	49	37	15	139
Do., 1904 ...	3	4	25	34	35	12	...	113	...
Increase	6	15	2	3	26

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G

B.—SCHOOLS OPENED AND CLOSED.

(1) Schools Opened.

DIVISION.	A 3.	P.F.	Poor.	B.	Total, 1905.	Total, 1904.	Increase.
Aberdeen	3	...	...	3	5*	-2
Beaufort West	10	1	1	12	8	4
Jansenville	1	2	5	1	9	8
Prince Albert	2	1	...	3	8
Willowmore	4	7	3	2	16	18
Schools Opened : Totals ...	5	24	10	4	43	47	-4

(2) Schools Closed.

Aberdeen ... ..	...	1	...	...	1	2	-1
Beaufort West ... ..	...	3	...	...	3	10	-7
Jansenville ... ..	...	1	6	...	7	8	-1
Prince Albert ... ..	...	1	...	...	1	5	-4
Willowmore ... ..	...	1	2	1	1	5	4
Schools Closed : Totals ...	2	7	7	1	17	29	-12
Result of Reclassification ...	3	-2	-1	...	...	...	...
Net Increase	6	15	2	3	26	...	...

* These figures are for the period 1st July, 1903, to 30th June, 1904.

III. *Enrolment and Attendance.*—The fact that the increase in the number of schools is 26, while the total increase in enrolment is only 297, shows plainly that most of the new schools are small. There ought to be at least 4,000 White pupils in school in the Circuit, but the actual number is 2,933. An increase of 10·6 per cent. in enrolment is satisfactory in some measure, but there is still a great deficiency to be made up. There is a net increase of 17 pupils in Mission schools, which is due to the opening of new schools in places where there was no school before, as nearly all the established Mission schools show a decrease in numbers. The Coloured people are going back to the farms from the villages where they had been compelled to congregate owing to the war and the drought. The town of Beaufort West shows no falling off with its 5 schools for Coloured children. With regard to the total number of children in school there has been a change from a decrease of 7·8 per cent. to an increase of 14·1 per cent. in the Division of Beaufort West. This is the best result in the Circuit, Willowmore coming next with an increase of 13·5 per cent. against one of 48·2 per cent. for the year before. As the educational requirements of a district are met the increase of necessity becomes smaller. The decrease in Aberdeen is difficult to account for as the number of schools has increased. Much apathy with regard to education prevails among the poorer classes in this Division and also in Jansenville. The average attendance has risen by 1·3 per cent.; it now stands at 87·7 per cent. of the enrolment, which may be considered fairly satisfactory. The improvement extends to all the Divisions of the Circuit except Prince Albert, where the poor attendance in Mission schools has lowered the average.

D.—AVERAGE ATTENDANCE.

DIVISION.	Pupils Enrolled.	Average Attendance.	Percentage, 1905.	Percentage, 1904.
Aberdeen	508	452	88·9	85·5
Beaufort West	897	787	87·7	86·4
Jansenville	656	577	87·9	84·9
Prince Albert	881	746	84·7	86·4
Willowmore	1139	1019	89·4	87·8
Totals, 1905	4081	3581	87·7	...
Do., 1904	3784	3352	...	86·4

IV. *Inspection of Schools.*—During the twelve months under review 119 schools have been inspected in the Circuit. Six of these were inspected twice. In the Third Quarter of 1904, which does not fall under any report, 40 schools were inspected. The number of informal visits paid during the year was 51, and in the previous quarter the number was 21. I also assisted in the inspection of 2 High Schools in the Cape Town Circuit, and inspected 5 schools in the Cape Suburbs Circuit and one in the Knysna Division. Irregularities in registration are too frequently discovered at informal visits.

V. *Pupils' Attainments at Inspection.*—From Table E it will be seen that almost 400 more pupils were inspected this year than last, and that a little over 1 per cent. more were placed in a Standard above the Fourth, the figures being 9·06 against 8·04 for the previous year. This table and Table F show progress under every head, a larger proportion in the higher Standards and a smaller in the Sub-Standards, thus indicating a rise in the standard of education in the district. There is still room for a vast amount of improvement. Far too many parents are satisfied with an education for their children which reaches not further than Standard III. The improvement extends to Coloured equally with White schools.

E.—CLASSIFICATION OF PUPILS.

CLASS OF SCHOOL.	Number of Schools inspected	Pupils Enrolled.	Pupils Present.	Sub-Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Pupil Teachers.	Unclassified.	Percentage above Standard IV.
A 1	3	477	453	108	43	45	51	62	46	57	14	19	7	1	31·6
A 2	4	494	476	138	64	60	53	57	46	32	13	1	12	...	21·0
A 3	27	618	603	247	108	103	56	60	18	9	...	...	2	...	4·8
P.F.	42	323	314	104	51	48	50	36	22	3	...	...	...	...	7·9
Poor	29	805	752	360	124	123	75	57	12	1	...	...	...	...	1·7
B	14	1024	931	638	129	93	47	18	6	...	...	...	...	...	0·6
Totals, 1905	119	3741	3529	1595	519	472	332	290	150	102	27	20	21	1	...
Do., 1904	97	3344	3145	1479	453	376	337	247	132	65	25	12	19	...	...
Percentages, 1905 ... ..	...	...	94·3	45·2	14·4	13·4	9·4	8·2	4·2	2·8	0·8	0·6	0·6	0·02	9·06
Do., 1904 ... ..	...	...	94·1	47	14·4	11·9	10·7	7·8	4·2	2·1	0·8	0·4	0·6	...	8·04

C.—ENROLMENT.

DIVISION.	White.		Increase.	Coloured.		Increase.	Total.		Increase.	Percentage Increase.	
	1905	1904		1905	1904		1905	1904		1905	1904
Aberdeen ...	391	399	-8	117	151	-34	508	550	-42	-7.6	27.5
Beaufort West ...	540	457	83	357	329	28	897	786	111	14.1	-7.8
Jansenville ...	499	444	55	157	184	-27	656	628	28	4.4	4.3
Prince Albert ...	631	587	44	250	230	20	881	817	64	7.8	15.7
Willowmore ...	872	766	106	267	237	30	1139	1003	136	13.5	48.2
Totals ...	2933	2653	280	1148	1131	17	4081	3784	297	...	...
Percentage Increase,											
1905 ...	...	...	10.6	...	...	1.5	...	...	...	7.8	...
Do., 1904 ...	...	...	15.4	...	...	17.3	...	...	...	...	15.9

F.—STANDARD OF ATTAINMENT IN WHITE AND COLOURED SCHOOLS.

PUPILS.	All Schools.		White Schools.		Coloured Schools	
	Percentages.		Percentages.		Percentages.	
	1905.	1904.	1905.	1904.	1905.	1904.
In Standard I. and below...	59.9	61.4	51.9	53.5	81.1	84.7
In Standard V. and above	9.06	8.04	12.1	10.8	0.9	...

VI. *Pupils' Progress.*—Out of 1995 pupils presented for inspection in Standards only 1,526, or 76.5 per cent., were successful in passing. This proportion, though 1.4 per cent. better than last year, is still capable of great improvement. Generally speaking, the largest number of failures is in the Standards above the Third. As is to be expected, First and Second Class schools give the highest percentage of passes, and Mission schools the lowest. Private Farm schools give better results than last year, and Poor schools worse by 5 per cent. Of those pupils who had been present in the same school for two inspections 81 per cent. were advanced a Standard, against 82.3 per cent. for the year before. The percentage is highest in Second Class schools and lowest in Mission and Poor schools, in which grades attendance is always least regular.

G.—PROGRESS OF PUPILS AT INSPECTION.

CLASS OF SCHOOL.	Presented in Standards.	Passed.	Percentage of Passes.	Present also at preceding Inspection.	Placed in higher Standard.	Placed in same Standard.	Placed in lower Standard.	Percentage placed in higher Standard.	Percentage placed in higher Standard, 1904.
A 1 ...	318	264	83.0	209	175	34	...	83.7	86.7
A 2 ...	329	276	83.9	272	243	29	...	89.3	86.6
A 3 ...	379	282	74.4	237	194	43	...	81.9	84.7
P.F. ...	217	173	79.7	110	93	17	...	84.5	80.6
Poor ...	419	310	73.9	296	233	63	...	78.7	80.8
B ...	333	221	66.3	270	191	79	...	70.7	73.7
Totals ...	1995	1526	76.5	1394	1129	265	...	81.0	82.3

VII. *Subjects of Instruction.*—*Reading* and *Recitation* are still taught in an extremely unintelligent manner in most of the country schools, though signs of improvement have been noted here and there. *Handwriting* is, as a rule, taught carefully in the lower classes, but some teachers are apt to forget that pupils need to be taught to write small hand as well as large. *Spelling* and *Grammar* are generally fairly well taught, but *Composition* is still the weakest of all subjects. *Needlework* is apt to be taught in rather a perfunctory manner in some of the smaller schools.

VIII. *Teachers.*—From Table H it will be seen that the total number of certificated teachers in the schools inspected during the year is 90, against 81 for the year before. However, owing to the increase in number of schools, the percentage of certificated to uncertificated teachers has fallen from 57.8 to 55.2. Many of the smaller country schools could not be started at all if the appointment of a certificated teacher were insisted upon. From Table I it will be found that the proportion of male teachers has risen by almost 7 per cent. This rather unusual state of affairs may be explained from the fact that unqualified male teachers are often engaged in Private Farm schools.

H.—QUALIFICATIONS.

(This Table includes only Teachers in Schools Inspected.)

DIVISION.	Certificated.					Uncertificated.	Percentage Certificated.	
	P.C.	Other British.	T 2.	T 3.	Total.		1905.	1904.
Aberdeen ...	...	...	1	13	14	7	66.6	73.3
Beaufort West ...	2	...	1	13	16	19	45.7	58.8
Jansenville ...	1	1	...	9	11	9	55.0	46.4
Prince Albert ...	...	...	3	20	23	11	67.6	65.5
Willowmore ...	1	...	2	23	26	27	49.0	52.9
Totals ...	4	1	7	78	90	73	55.2	57.8

I.—SEX.

(Based on Quarterly Statistics.)

DIVISION.	Male.	Female.	Total.	Percentage of Male Teachers.	
				1905.	1904.
Aberdeen ...	5	20	25	20.0	20.0
Beaufort West ...	12	28	40	30.0	18.7
Jansenville ...	10	22	32	31.2	28.5
Prince Albert ...	7	27	34	20.6	18.2
Willowmore ...	15	43	58	25.8	12.8
Totals ...	49	140	189	25.9	19.1

IX. *Libraries.*—Ten schools in the Circuit are returned as possessing Libraries, as against 9 for the year before. Several of these, however, are very small collections of books. Teachers are urged to do their utmost to foster and maintain a love of reading among their pupils.

J.—SCHOOLS POSSESSING LIBRARIES.

	A 1.	A 2.	A 3.	Other Schools.	Total.	
					1905.	1904.
Number of Schools in Circuit...	3	4	31	101	139	113
Number possessing Libraries...	3	3	1	3	10	9

X. *School Buildings and Equipment.*—No new buildings have been completed during the year, though building operations are in progress for Beaufort West Boys' A 1 and Lower Hottentot's River A 3 in the Willowmore Division. The management of no less than four Poor schools have refused to avail themselves of offered building grants. It is to be hoped that the advent of School Boards, with their larger financial powers, will put an end to this state of affairs. Earth floors and open roofs are slowly giving place to boarded floors and ceilings in country schools. More generous notions of the furniture and equipment needed in a school are to be noted among the proprietors and managers of rural schools though much yet remains to be done in this respect.

I have the honour to be,

Sir,

Your obedient Servant,

W. FREEMAN.

Beaufort West, 23rd January, 1906.

7.—INSPECTOR GOLIGHTLY'S REPORT.

[CIRCUIT.—MALMESBURY AND PAARL.]

SIR,—I have the honour to submit my report for the year ending 30th September, 1905.

I. *Administration.*—The re-arrangements made for the administration of the Circuit so far as inspections are concerned have been found to work satisfactorily in practice. On the eve, however, of a new departure in school administration it may not be amiss to offer, for the information of the incoming School Boards and School Committees, a few suggestions regarding the general administration of educational work in the Circuit. The final paragraph of Clause 39 of the School Board Act states "that the Board shall also frame regulations in regard to such matters as the Department may relegate to its care," and the suggestions I have to make would refer to the framing of such regulations as experience of this and other Circuits has convinced me to be of the highest necessity. In the first place then, with regard to Private Farm schools and Country A 3 schools the limit of instruction at such schools should be Standard V. After passing this Standard such children should be transferred to the A 2, A 1 and High Schools in the districts concerned, there being every facility for this owing to the number of higher class schools in all parts of the two divisions. Where it is found that parents are really too poor to send promising children away to higher schools, scholarships should be established by the Boards, and these together with Government maintenance grants should sufficiently overcome this difficulty; these would be beneficial in other ways as leading to more efficient grounding in preparation for the higher grade schools. The School Boards should distribute these scholarships amongst the various schools under their control, and so establish a healthy spirit of emulation amongst the lower grade schools. Much time is lost and much misdirected energy is expended in attempting high Standards in such schools to the detriment first of all of the children so experimented upon, and in the second place to the neglect of the lower Standards, where the efforts of the teacher would be likely to have some beneficial effect. It is no uncommon thing in a Country school of 15 or 20 children to find six Standards represented, together with a few infants in Sub-Standards, all under one teacher. This almost invariably spells disaster all round, and the restriction of the teacher's efforts to fewer classes and to purely elementary work becomes an absolute necessity. The following out of this plan leads up to the necessity for a regular supply of trained teachers for these Private Farm and Country A 3 schools, and I here desire to place on record the excellent work done in this direction at the Wellington Training College. I am aware that under Clause 33 of the School Board Act this institution is not under the jurisdiction of any Board, but that should not prevent the Boards, in their own interests, from giving it assistance by voluntary donations, and so enabling the Training College to enlarge its premises, to increase its staff, and to turn out more trained teachers. About 100 teachers are under training in the various years, and if the premises were enlarged 150 should annually be available for the elementary work of Country schools. It should not be necessary for me here to combat the idea so prevalent in country places that any one who has, say, passed Standard VI. a few years ago is quite well able to train a child for that Standard; the axiom is too well established that if we are to have good groundwork we must have properly trained teachers, and as surely as the groundwork is badly laid so surely will the progress of the child on reaching the High School be retarded, to the trouble and annoyance of both scholar and teacher. The teachers themselves in Paarl division have already made some efforts to cope with this difficulty by arranging, through their local Association, that the school text-books shall be more or less uniform throughout the district, and secondly that these shall be the best available. This is very good so far as it goes, but it rather enhances than does away with the necessity for the type of teacher able to make full and intelligent use of such text-books.

[G. 5—1906.]

H

In continuation of this subject, reference to the remarks made on Table C below regarding boarders will still further show the need of attention to this matter, as this return shows that the number of boarders in the two districts is decreasing, and it will be plain that in future the higher schools must look more to local and distant than to extraneous support. This naturally leads up to the fact that of the High Schools in the town of Paarl are to retain their numbers and present efficiency it will be found as time advances that all lower grade schools for White children in the town should be subsidiary to them, and that in these also nothing higher than Standard V. should be attempted, and that such children should then be transferred to the High Schools. This practice has been prevalent in the town of Malmesbury for some years with good results. In establishing new schools at Paarl this fact should be borne in mind, and an A 3 school for White children is already necessary in the neighbourhood of Paarl Station.

II. *Supply of Schools.*—It will be noted that there is an increase of 14 schools in the two divisions, 12 of these being in Malmesbury district. Further reference to this point is made below in Section III. (a).

A.—NUMBER OF SCHOOLS.

DIVISION.	Sp.	A 1.	A 2.	A 3.	P.F.	Poor.	B.	Total, 1905.	Total, 1904.	Increase.
Malmesbury ...	...	3	4	22	23	2	12	66	54	12
Paarl ...	2	7	8	9	4	3	15	48	46	2
Totals, 1905 ...	2	10	12	31	27	5	27	114	...	...
Do., 1904 ...	2	9	13	25	22	3	26	...	100	...
Increase ...	...	1	-1	6	5	2	1	...	...	14

B.—SCHOOLS OPENED AND CLOSED.

(1) *Schools Opened.*

DIVISION.	A 1.	A 2.	A 3.	P.F.	Poor.	B.	Total, 1905.	Total, 1904.	Increase.
Malmesbury...	4	12	2	2	20	10*	10
Paarl	2	...	...	...	2	2	...
Schools Opened: Totals	6	12	2	2	22	12	10

(2) *Schools Closed.*

Malmesbury...	...	...	1	6	...	1	8	8	...
Paarl ...	...	...	...	...	...	...	...	1	-1
Schools Closed: Totals	...	...	1	6	...	1	8	9	-1
Result of Reclassification	1	-1	1	-1	...	...	...	...	...
Net Increase	...	1	-1	6	5	2	14	...	...

* These figures are for the period 1st July, 1903, to 30th June, 1904.

III. *Enrolment and Attendance.*—In Tables C and D particulars of enrolment and attendance are given; the comparison is with the corresponding quarter of 1904.

C.—ENROLMENT.

DIVISION.	White.		Increase.	Coloured.		Increase.	Total.		Increase.	Percentage Increase, 1905.	Percentage Increase, 1904.
	1905	1904		1905	1904		1905	1904			
Malmesbury ...	2058	1727	331	1147	1053	94	3205	2780	425	15.2	9.2
Paarl ...	3063	2984	79	1542	1669	-127	4605	4653	-48	-1	4.1
Totals ...	5121	4711	410	2689	2722	-33	7810	7433	377	...	...
Percentage Increase, 1905	...	...	8.7	...	...	-1.2	...	...	...	5.0	...
Percentage Increase, 1904	...	...	6.4	...	...	5.0	...	...	...	...	5.9

D.—AVERAGE ATTENDANCE.

DIVISION.	Pupils Enrolled.	Average Attendance.	Percentage, 1905.	Percentage, 1904.
Malmesbury ...	3205	2925	91.2	86.3
Paarl ...	4605	4046	87.8	85.6
Totals, 1905 ...	7810	6971	89.2	...
Do., 1904 ...	7433	6585	...	88.5

The salient features of Table C are:—(a) *The gratifying increase of the roll of White children in Malmesbury district.* Special reference was made in last year's report to the educational needs of this district, and it was pointed out that on the census basis 635 children were either not at school at all or were attending Private schools; the increase of 331 shown in the table is evidence that this irregularity is tending to disappear. In spite of all efforts, however, Bakoven, near Moorreesburg, has not yet been provided with a school, and no provision has been made for the children at Rondeberg, near Darling. (b) *The small increase (79 only) of White enrolment in Paarl division.* This would no doubt have been greater had the supply of boarders from other districts and colonies been kept up. This for some reason or other has not been the case, as there are now only 738 boarders as against 935 in the Third Quarter of 1904. A decrease of 25 is shown also in Malmesbury division. The total figures for both divisions are for 1904, 1,096 boarders, as against 874 in 1905. (c) *The decrease of 127 in the Coloured roll of Paarl division.* This may be due to bad times, or more probably to parental indifference, as few districts have greater Mission school facilities than this, while the fees charged are merely nominal. (d) *The improved percentage of attendance in both divisions in 1905 as compared with 1904.*

IV. *Schools Inspected.*—The number of schools inspected during the year under review was 113, but time was not available for any more than 43 informal visits, as the proportion of A 3, A 2 and A 1 schools to the total number is very high in both divisions, and the work entailed by the inspection of these is very great.

V. *Pupils' Attainments at Inspection.*—In connection with the following table it should be noted that High school Standard A has been reckoned as Standard VI., Standard B as VII., and Standards C and D as ex-Standard.

[G. 5—1906.]

E.—CLASSIFICATION OF PUPILS.

CLASS OF SCHOOL.	No. of Schools Inspected.	Pupils Enrolled.	Pupils present.	Sub-Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Pupil Teachers.	Unclassified.	Percentage above Standard IV.*
Sp.	2	140	134	6	10	9	4	5	...	...	...	...	92	73.0
A 1	10	2302	2250	272	117	185	229	284	296	297	216	278	53	23.51.1	
A 2	12	1072	1040	222	126	143	119	157	97	107	36	26	7	26.2	
A 3	30	950	902	299	131	173	112	94	46	37	7	1	2	10.3	
P.F.	27	301	293	115	52	55	29	25	16	1	...	...	...	5.8
Poor	5	183	174	108	32	21	10	2	1	...	...	...	...	0.5
B	27	2839	2523	1595	353	258	199	79	22	6	...	...	11	1.5
Totals, 1905	113	7787	7316	2617	821	844	702	646	478	448	259	305	165	31	
Do., 1904	94	7255	6713	2219	714	807	700	569	523	376	237	243	180	45	
Percentages, 1905	93.9	35.7	11.2	11.5	9.5	8.8	6.5	6.1	3.5	4.1	2.2	0.4	22.7
Do., 1904	92.5	34.5	10.6	12.0	10.4	8.4	7.7	5.6	3.5	3.6	2.6	0.6	23.3

* Omitting Unclassified Pupils.

F.—STANDARD OF ATTAINMENT IN WHITE AND COLOURED SCHOOLS.

PUPILS.	All Schools.		White Schools (omitting Sp.)		Coloured Schools	
	Percentages.		Percentages.		Percentages.	
	1905.	1904.	1905.	1904.	1905.	1904.
In Standard I., and below	47.1	45.4	31.8	29.2	77.2	75.2
In Standard V., and above (omitting unclassified pupils)	22.7	23.3	32.8	34.0	1.5	1.9

VI. *Pupils' Progress.*—In the subjoined Table G the high percentage of passes in Special and Poor schools will be noticed. The unfavourable comparison between these and the higher grade schools in this respect is only apparent, and it should be borne in mind that only the lowest Standards are attempted in such schools, and that the risk of failure is therefore comparatively small.

G.—PROGRESS OF PUPILS AT INSPECTION.

CLASS OF SCHOOL.	Presented in Standards.	Passed.	Percentage of Passes.	Present also at preceding In-spection.	Placed in higher Standard.	Placed in same Standard.	Placed in lower Standard.	Percentage placed in higher Standard.	Percentage placed in higher Standard, 1904.
Sp.	28	26	92.8	10	9	1	...	90.0	88.8
A 1	1859	1563	84.0	1252	1083	168	1	86.5	87.5
A 2	795	703	88.4	633	580	53	...	91.6	86.9
A 3	627	459	73.2	433	340	93	...	78.5	79.2
P.F.	183	135	73.7	91	71	20	...	78.0	77.9
Poor	66	61	92.4	34	32	2	...	94.1	86.3
B	1017	670	65.8	849	596	252	1	70.2	68.8
Totals	4575	3617	79.0	3302	2711	589	2	82.1	80.4

VII. *Subjects of Instruction.*—There is evidence of improvement on the lines sketched out in last year's report, and it is hardly necessary for me to repeat the suggestions there made. I cannot refrain, however, from pointing out the continued need there is for the greatest care in teaching *Physical Geography* to Standards IV. and V. *English Composition* should now improve under the revised syllabus, and the teaching of *Dutch* should also improve by the use of the well graded Readers now available, and I desire to point out once again the necessity for daily practice in *Mental Arithmetic* in all schools, and in every Standard. It would seem that *Physical Drill* is too often confined to the Infant Standards only, and under the present crowded curriculum this may be inevitable. Time might, however, advantageously be spared now and then for practice in this in the higher Standards of the upper schools for both girls and boys, and for regular gymnastic exercises amongst the boys of the High Schools.

VIII. *Teachers.*—Table H gives the qualifications of teachers in the schools inspected, while Table I shows the number of male and female teachers; the latter table is based on the statistics for the Third Quarter of 1905. In the new schools started during the year under review it has not always been found possible to obtain certificated teachers, more especially in the Malmesbury district; hence the percentage of certificated teachers is not so great as in previous years. This points to the necessity mentioned above for the further development of the Training College at Wellington, which should be placed in a position to supply annually at least 50 per cent. more teachers than is at present possible.

H.—QUALIFICATIONS.

(This table includes only Teachers in Schools Inspected.)

DIVISION.	Certificated.						Uncertificated.	Percentage Certificated.	
	P.C.	O.E.G.	T. 2.	T. 3.	Misc.	Total.		1905.	1904.
Malmesbury ... ..	...	...	9	69	...	78	39	50.0	64.6
Paarl	7	1	26	70	3	107	49	54.2	68.7
Totals	7	1	35	139	3	185	88	52.4	67.07

I.—SEX.

(Based on Quarterly Statistics.)

DIVISION.	Male.	Female.	Total.	Percentage of Male Teachers.	
				1905	1904
Malmesbury	36	83	119	30.2	30.3
Paarl	50	110	160	31.2	31.0
Totals	86	193	279	30.8	30.7

IX. *Libraries.*—I would here point out in continuation of my remarks addressed in Section I. to the incoming School Boards and School Committees that the provision of well-stocked and well-selected school libraries for A 3 country schools is a matter of the highest importance. I mentioned in last year's report that many of these schools fluctuate between the Private Farm and A 3 grade, and that there was thus a difficulty in recommending the grant of a free Departmental Library. Under the new regime, however, such libraries might be the property of the Board, and should the numbers in any such school, through unforeseen circumstances, dwindle down, the library could be transferred to another school. I may point out again as I did last year that it is just in such country schools that a library would be found most beneficial as opening out for the children a wider view of the world than can be afforded by the restricted daily routine of farm life.

J.—SCHOOLS POSSESSING LIBRARIES.

	A 1.	A 2.	A 3.	Other Schools.	Total.	
					1905.	1904.
Number of Schools in Circuit ...	10	12	31	61	114	100
Number possessing Libraries ...	10	12	5	4	31	28

X. *Buildings and Furniture.*—A full list of school buildings was given in last year's report, and it is satisfactory to note that in six cases then unfavourably mentioned new schools have either been built, or are in course of erection. There are two points regarding Private Farm and Country A 3 schoolrooms which should not escape the observation of the new School Boards, viz., flooring and lighting. Mud floors are invariably damp in winter, and in many cases this gives rise to bronchial troubles; the bad lighting is due to the fact that the schoolroom has very often been used as a harness or store room, where light was not very necessary, and on conversion into a schoolroom the light from the very small window usually inserted has to be supplemented in the winter months by keeping open the upper half of the door; thus too many of these schoolrooms are hot and stifling in summer, and draughty, dark and comfortless in winter. The furniture in such cases is generally on a par with the building.

I have the honour to be,

Sir,

Your obedient Servant,

THOS. S. GOLIGHTLY.

Paarl,
17th January, 1906.

8.—INSPECTOR GRANT'S REPORT.

[CIRCUIT.—BRITSTOWN, GORDONIA, HAY, HERBERT, HOPETOWN, KENHARDT, PHILIPSTOWN AND PRIESKA.]

SIR,—I have the honour to present to you my report on the state of education in my Circuit during the year ending 30th September, 1905.

I. *Administration.*—During the first quarter of the year under review I was largely occupied in overtaking the arrears of inspection in the Divisions of Hay, Herbert, Hopetown and Philipstown. Some schools were as much as nine months in arrears owing to the Circuit having been so long vacant. The necessity for taking the most urgent of these cases as soon as possible interfered somewhat with the strict geographical sequence so desirable in my District. During the First Quarter I was also absent from my District for upwards of two weeks in connection with the inspection of the Kimberley High Schools. Since the beginning of 1905 I have taken the schools in geographical order. This rendered it necessary to place in the First Quarter of the School Year a number of schools, chiefly in the divisions of Hopetown and Philipstown, which were formerly inspected in the last quarter of the year. The extent of my Circuit, upwards of 58,000 square miles, an area almost identical in size with that of England, and the remoteness of some of my schools from my headquarters (in one case 500 miles) render frequent visits to any one district impossible. I have, however, during the year gone twice round the Circuit, travelling over 5,000 miles, almost entirely by cart. Inspections have been fairly divided between the two journeys, and as far as possible the schools inspected on the one journey have been informally visited on the other.

II. *Supply of Schools.*—Tables A and B indicate clearly the state of school supply in the district at the close of the year, and the losses and gains during that time. The net increase is exactly double of what it was the previous year. The increase is almost entirely in A 3 and Private Farm schools. As yet there are no A 1 schools in my Circuit, but one or two of the A 2 schools are approaching that point. Of the schools closed some have died from the want of a sufficient number of pupils, others were of that ephemeral class which expire before they have been even once visited. More schools would have been in operation but for the extreme difficulty in obtaining teachers in the more remote parts. In one case an excellent Farm school was without a regular teacher for nine months, though every effort was made to obtain one. It is hopeless to expect to secure a sufficient supply of teachers from other parts of the Colony. A small number will be provided annually from the pupil-teachers in the local schools, but if the North-West is to have at its disposal anything like a sufficient supply the establishment of a Training School in the district is absolutely necessary. It is much to be regretted that the Kakamas scheme has not yet come to fruition.

A.—NUMBER OF SCHOOLS.

DIVISION.	A 2.	A 3.	P.F.	Poor.	B.	Total, 1905.	Total, 1904.	Increase.
Britstown...	2	1	4	...	4	11	8	3
Gordonia ...	...	2	1	...	3	6	6	...
Hay ...	...	5	3	1	1	10	7	3
Herbert ...	...	2	2	1	1	6	6	...
Hopetown ...	1	2	5	...	2	10	9	1
Kenhardt ...	...	6	1	...	...	7	4	3
Philipstown ...	2	...	3	...	2	7	8	-1
Prieska ...	...	6	5	4	1	16	11	5
Totals, 1905 ...	5	24	24	6	14	73	...	...
Do., 1904 ...	5	19	16	7	12	...	59	...
Increase ...	...	5	8	-1	2	...	...	14

B.—SCHOOLS OPENED AND CLOSED.

(1) Schools Opened.

DIVISION.	A 3.	P.F.	Poor.	B.	Total,		Increase.
					1905.	1904.	
Britstown	1	4	...	1	6	2	4
Gordonia ... ..	...	1	...	...	1	2	-1
Hay	3	2	...	...	5	6	-1
Herbert ... ..	...	1	...	1	2	4	-2
Hopetown ... ..	...	4	...	...	4	3	1
Kenhardt	4	1	...	...	5	1	4
Philipstown ... ..	...	1	...	...	1	4	-3
Prieska	2	3	...	1	6	5	1
Schools Opened: Totals ...	10	17	...	3	30	27	3

(2) Schools Closed.

DIVISION.	A 3.	P.F.	Poor.	B.	Total,		Increase.
					1905.	1904.	
Britstown	1	2	...	...	3	2	1
Gordonia	1	...	...	...	1	...	1
Hay	1	1	...	...	2	3	-1
Herbert ... ..	...	...	1	1	2	1	1
Hopetown ... ..	...	3	...	...	3	7	-4
Kenhardt	1	1	...	...	2	...	2
Philipstown ... ..	...	2	...	...	2	3	-1
Prieska ... ..	...	1	...	...	1	4	-3
Schools Closed: Totals ...	4	10	1	1	16	20	-4
Result of Reclassification ...	-1	1	...	...	...	...	...
Net Increase	5	8	-1	2	14	...	...

* These figures are for the period 1st July, 1903, to 30th June, 1904.

III. *Enrolment and Attendance.*—There is an increase in enrolment of 321 pupils, equal to 12·46 per cent., as against 19·97 per cent. for the corresponding period of the previous year. In White schools there is an increase of 24·35 per cent., but in Coloured schools a decrease of 10·45 per cent. This decrease deserves some notice. Various causes seem to contribute to it. In some schools, especially in those under the management of the Wesleyan Church, there is no efficient local control. The missionary or minister in charge lives far away, in one case over 100 miles, visits the locality rarely, and the school hardly ever. The teacher is left to the freedom of his own will, and that will often leads him sadly astray. In some cases, particularly where there are two competing schools, no fees are charged, and consequently little or no value is set upon the education supplied. It is a frequent complaint that no funds can be got locally for these schools, yet in those very localities considerable—in one or two cases very large—sums are raised for mission purposes. The average attendance remains practically the same as last year. The Divisions of Kenhardt and Philipstown stand well above the others.

C.—ENROLMENT.

DIVISION.	White.		Increase.	Coloured		Increase.	Total.		Increase.	Percentage Increase.	
	1905	1904		1905	1904		1905	1904		1905.	1904.
	Britstown	346	317	29	300	338	-38	646	655	-9	-1·37	8·98
Gordonia	229	129	100	169	225	-56	398	354	44	12·43	36·68
Hay	214	170	44	31	...	31	245	170	75	44·12	61·90
Herbert	159	138	21	37	55	-18	196	193	3	1·55	-5·85
Hopetown	237	194	43	110	135	-25	347	329	18	5·47	-6·53
Kenhardt	304	157	147	...	...	...	304	157	147	93·63	256·82
Philipstown	323	334	-11	102	127	-25	425	461	-36	-7·81	28·77
Prieska	297	257	40	39	...	39	336	257	79	30·74	10·76
Totals	2109	1696	413	788	880	-92	2897	2576	321	...	...
Percentage Increase, 1905 ... ..	...	...	24·35	...	...	-10·46	...	...	...	12·46	...
Percentage Increase, 1904 ... ..	...	...	14·95	...	...	22·56	...	...	...	...	19·97

D.—AVERAGE ATTENDANCE.

DIVISION.	Pupils Enrolled.	Average Attendance.	Percentage, 1905.	Percentage, 1904.
Britstown	645	558	86·51	88·39
Gordonia	398	353	88·81	85·03
Hay	245	222	90·61	93·53
Herbert	196	173	88·26	89·11
Hopetown	347	297	85·59	86·62
Kenhardt	304	289	95·06	95·54
Philipstown	425	405	95·29	88·50
Prieska	336	312	92·85	93·38
Totals, 1905	2897	2609	89·71	...
Do. 1904	2576	2294	...	89·05

IV. *Schools Inspected.*—During the year 54 schools were formally inspected, one of these by Inspector Russell. Two schools were inspected twice during the twelve months, but the latter inspection only is reckoned in the total number given above. Fifty-nine informal visits were made. These were most useful. In some cases it was possible to give help to both teachers and committees. In a good many cases errors in registration were revealed. Where these were evidently errors of judgment instruction was given. In one or two gross cases the matter had to be reported to the Department. There was found a fairly general tendency to regard the Time Table merely as something to be stuck on the wall, and not as a guide for work.

V. *Pupils' Attainments at Inspection.*—The following tables show the attainments of pupils at inspection, a comparison with last year being given.

E.—CLASSIFICATION OF PUPILS.

CLASS OF SCHOOL.	Number of Schools Inspected.	Pupils Enrolled.	Pupils Present.	Sub-Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Pupil Teachers.	Unclassified.	Percentage above Standard IV.
A 2	4	564	553	178	86	77	71	58	36	24	14	...	9	...	15·01
A 3	18	695	676	313	101	94	77	56	20	11	4	...	...	...	5·17
P.F.	14	158	158	51	21	35	21	14	6	8	2	...	...	...	10·12
Poor	6	159	148	81	14	19	18	10	4	2	...	...	...	...	4·05
B	12	840	776	573	105	51	34	10	...	...	...	...	...	...	...
Totals, 1905	54	2416	2311	1196	327	276	221	148	66	45	20	...	9	3	6·14
Do., 1904	32	1420	1355	730	159	168	147	67	52	21	7	...	4	...	6·12
Percentages, 1905 ... ..	...	...	95·65	51·75	14·15	11·94	9·56	6·40	2·86	1·95	0·87	...	0·39	0·13	...
Do., 1904 ... ..	...	...	95·42	53·87	11·73	12·40	10·85	4·98	3·84	1·56	0·52	...	0·29	...	...

F.—STANDARD OF ATTAINMENT IN WHITE AND COLOURED SCHOOLS.

PUPILS.	All Schools.		White Schools.		Coloured Schools.	
	Percentages.		Percentages.		Percentages.	
	1905.	1904.	1905.	1904.	1905.	1904.
In Standard I. and below ...	65·90	65·61	55·05	55·37	91·80	84·89
In Standard V. and above...	6·06	6·20	9·12	9·49	...	...

The percentages in the various Standards are very much the same as they have been in the past two years. At first sight this is far from encouraging, but it must not be forgotten that during that time the number of schools has been nearly doubled, and that practically all the new pupils in those schools have begun in the Sub-Standards or in Standards I. to III. The fact then that the percentages have been maintained means that the schools which were in operation two years ago have very materially raised their Standards. This is unquestionably the case in all A 2 schools, and in most of the A 3 schools also. One constant drawback to most of the schools in my Circuit is the want of good infant teaching. Only three A 2 schools, Britstown, De Aar and Philipstown, have teachers with special qualifications in this department. In most of the others the doctrine is firmly held that anyone is good enough for infants, and the most poorly paid teacher is allotted to that task. In one Mission school I found in charge of 110 Sub-Standard pupils a girl who had with difficulty passed Standard II. at the previous inspection. It cannot be too strongly urged upon Committees that infant teaching is that portion of the school work requiring the highest skill, and that the most skilled teachers cannot be got for the poorest pay.

VI. *Pupils' Progress.*—The results of inspection as shown in the following table, G, are very satisfactory so far as White schools go. There is every evidence of earnest work on the part of the teachers, even in those cases where the practical skill was small. In Coloured schools there is a general falling off of some 10 per cent.

in the case of those placed in a higher Standard. This may be partly due to the greater number now presented in Standards, 250 against 143 in 1904. There is, however, a too common tendency in Coloured schools to present pupils in Standards too high for their qualifications. It is worthy of note that Mission schools under female teachers did in most cases more satisfactory work than those under male teachers.

G.—PROGRESS OF PUPILS AT INSPECTION.

CLASS OF SCHOOL.	Presented in Standards.	Passed.	Percentage of Passes.	Present also at preceding Inspection.	Placed in higher Standard.	Placed in same Standard.	Placed in lower Standard.	Percentage placed in higher Standard.	Percentage placed in higher Standard 1904.
A 2	373	328	87·94	304	273	31	...	89·80	85·47
A 3	369	322	87·26	210	199	11	...	94·76	90·79
P.F.	88	75	85·23	25	22	3	...	88·00	97·14
Poor	87	70	80·46	31	29	2	...	93·55	93·33
B	250	150	60·00	127	82	45	...	64·56	74·59
Totals	1167	945	80·97	697	605	92	...	86·80	85·04

VII. *Subjects of Instruction.*—There is a general tendency to devote undue attention to *Arithmetic* and *Spelling* under the erroneous impression that these are the only two subjects in which a pupil can fail. *Reading* and *Recitation* were, as a rule, fairly fluent, but too little attention is in many cases given to intelligent understanding of the passages read and recited. The pieces selected for recitation were often of the most uninteresting nature. While "Do your best, your very best" may be an excellent maxim, such a piece is not of a kind to awaken either the interest or the intelligence of a pupil. *Writing* in the better schools is very good, but in the majority is too small and very irregular. This is due largely to the teaching in the Sub-Standard classes. In many of the schools fragments of slates, ruled anyhow, are only too common in the infant classes. The slates, uniformly ruled for the various classes ought to belong to the schools, and not to the pupils. This is specially desirable in junior departments. *Spelling* is usually satisfactory, though Dutch spelling is almost invariably inferior to English. I cannot help thinking that this is at least partly due to the inferior class of Dutch reading books in general use. *Written Arithmetic* is in most schools the most satisfactory subject from a mere pass point of view, but methods are often faulty. Even in some of the best schools it is not unusual to find a sum in Decimals wrought by converting to Vulgar Fractions, working out, and reconverting the answer to a decimal. *Grammar* is almost everywhere weak; the text-books in use are bad, the results purely mechanical. It is regrettable that so many teachers should fail to see that Grammar and commonsense are not in conflict, and that when there is an apparent conflict the so-called grammar is simply wrong. *Geography* suffers greatly from faulty methods. In no lesson ought the teacher to be more certain of his own knowledge. Given that knowledge, the map ought to take first place as a means of instruction, and the text-book serve merely as a collection of memoranda of things taught. In *Composition* there are two outstanding defects; first and most difficult to correct, the use of the Present Indefinite instead of the Past Indefinite, and, secondly, bad punctuation. Special Subjects, such as *Latin* and *Mathematics*, are still in their infancy in my Circuit, though a few schools have made a fair commencement.

VIII. *Teachers.*—The qualifications of those teachers in schools inspected during the year are shown in the accompanying Table H; Table I, which gives the number of male and female teachers, is based on the Statistics for the Third Quarter.

H.—QUALIFICATIONS.

(This Table includes only Teachers in Schools Inspected.)

DIVISION.	Certificated.			Total.	Un-cert.	Percentage Certificated.	
	P.C.	T2.	T3.			1905.	1904.
Britstown	2	1	8	11	6	64·70	82·35
Gordonia ... ..	...	1	3	4	3	57·14	...
Hay ... ..	...	...	1	1	5	16·66	...
Herbert	1	...	3	4	5	44·44	50·00
Hopetown ... ..	...	...	4	4	2	66·66	66·66
Kenhardt ... ..	...	...	3	3	3	50·00	...
Philipstown ... ..	...	3	8	11	4	73·33	66·66
Prieska ... ..	...	...	5	5	8	38·46	...
Totals	3	5	35	43	36	54·43	66·00

I.—SEX.

(Based on Quarterly Statistics.)

DIVISION.	Male.	Female.	Total.	Percentage of Male Teachers.	
				1905.	1904.
Britstown	7	17	24	29·16	33·33
Gordonia	5	4	9	55·55	55·55
Hay	5	8	13	38·46	33·33
Herbert	4	5	9	44·44	50·00
Hopetown	5	10	15	33·33	57·14
Kenhardt	5	4	9	55·55	50·00
Philipstown	4	10	14	28·57	26·66
Prieska	7	10	19	36·84	30·77
Totals	42	70	112	37·50	39·77

Table H shows a decreased percentage of Certificated Teachers, but there is actually a numerical increase under each of the three heads. Of the 34 extra teachers employed this year a large proportion, however, are uncertificated. This must continue until a much larger number are trained locally. It is satisfactory to note the increase in the number of Pupil-teachers in training. The percentage of Female Teachers has also increased. There can be little doubt but that for most single-teacher schools they are far more suitable than males. Their ability to give instruction in *Needlework* should alone weigh greatly in their favour.

IX. *Libraries*.—Only 8 schools, as against 6 last year, are provided with Libraries. This is very unsatisfactory in view of the fact that the Department offers a nucleus of 60 volumes to any A 3 school willing to make a start.

J.—SCHOOLS POSSESSING LIBRARIES.

	A 2.	A 3.	Other Schools.	Total.	
				1905.	1904.
Number of Schools in Circuit	5	24	44	73	59
Number possessing Libraries	3	4	1	8	6

Education Gazette.—It is very disappointing to find in the schools so many copies uncut and unread in spite of the amount of information and valuable help those Gazettes contain. Some teachers are still unaware of the fact that the Gazette forms part of the school property, and ought to be carefully preserved for future reference.

X. *Buildings*.—A superior new block of buildings for the A 2 school in Philipstown was opened in January. Good buildings have also been erected for the A 3 schools at Niekerk's Hope and Kakamas, and for the Poor school at Marydale. Several other new schools are in course of construction. The best equipped schools in my Circuit as regards furniture and teaching appliances are the A 2 schools at Britstown, De Aar and Philipstown, and the A 3 school at Stoffkraal. This last is in every respect the model of what a small rural school should be.

In some of the Mission schools both buildings and furniture are very poor. In one 58 children were found huddled into a room 20 feet by 10 feet. That is each child had about three and a half square feet of floor space instead of the minimum of twelve square feet demanded by the Department. There were no desks. As this school was inspected on a day when the shade temperature rose above 100° F., the state of the atmosphere may be imagined. What results in either education or civilisation could be expected from such conditions?

I have the honour to be,

Sir,

Your obedient Servant,

GEO. C. GRANT.

Cape Town, 16th January, 1906.

9.—INSPECTOR HAGEN'S REPORT.

[CIRCUIT.—ELLIOT, ENCOBO, ST. MARK'S AND XALANGA.]

SIR,—We have the honour to submit the following as our report upon State-aided education in the above-mentioned Circuit during the year ended 30th September, 1905.

I. *Administration.*—The first undersigned having gone on furlough on 31st December, 1904, and having subsequently been employed in educational work in other Circuits, the bulk of the work in this Circuit fell to the share of the second undersigned.

The following table shows the amount of work done :—

MAGISTRACY.	No. of Formal Inspections.					No. of Informal Inspections.					No. of Visits to New Sites.				
	4th Quarter, 1904.	1st Quarter, 1905.	2nd Quarter, 1905.	3rd Quarter, 1905.	Total.	4th Quarter, 1904.	1st Quarter, 1905.	2nd Quarter, 1905.	3rd Quarter, 1905.	Total.	4th Quarter, 1904.	1st Quarter, 1905.	2nd Quarter, 1905.	3rd Quarter, 1905.	Total.
Elliot	5	13	2	1	21	1	4	3	17	25	7	9	2	9	27
Engcobo	29	...	2	21	52	4	8	6	3	21	2	...	...	1	3
St. Mark's ... ..	...	...	18	14	32	...	14	7	1	22	...	...	5	...	5
Xalanga	2	19	9	...	30	5	7	5	...	17	...	1	...	...	1
Totals, 1905 ...	36	32	31	36	135	10	33	21	21	85	9	10	7	10	36
Totals, 1904 (Corresponding periods)	46*	31	31	36	144	32*	22	13	42	109	18*	13	19	10	60
Increase for 1905...	-10	1	...	...	-9	-22	11	8	-21	-24	-9	-3	-12	...	-24

* Inspector Freeman assisting.

Only one school was inspected twice during the year. There is a decrease in the number of informal inspections owing to the second undersigned being employed in the Butterworth Circuit during some portion of the September quarter. A fairly thorough survey of the Circuit having been made in 1904, the visits to new school sites have become less numerous. The following were the arrangements made for the examination of the two Native Training Schools: All Saints' and Clarkebury were examined in October, 1904, by Inspector McLaren and the first undersigned, and All Saints' was examined a second time in September, 1905, by the second undersigned, who also assisted in the examination of Blythswood C 1 in the Butterworth Circuit.

II. *Supply of Schools.*—Table A shows the number of schools in existence during the Third Quarter of 1905.

A.—NUMBER OF SCHOOLS.

MAGISTRACY.	A 2.	A 3.	P.F.	Poor.	C 1.	C.	Total, 1905.	Total, 1904.	Increase.
Elliot ... ..	...	3	8	7	...	4	22	20	2
Engcobo ... ..	...	1	...	...	2	47	50	49	1
St. Mark's ... ..	...	2	3	...	...	26	31	33	-2
Xalanga	1	*1	2	...	...	25	29	30	-1
Totals, 1905 ...	1	7	13	7	2	102	132	...	...
Do., 1904 ...	1	7	14	5	2	103	...	132	...
Increase ... ..	...	...	-1	2	...	-1	...	...	...

* This school is actually situated in Elliot though enumerated under Xalanga in the third quarter's statistics.

The year under review has not been a successful one as regards increase in the number of schools. The number rose from 126 to 132 between June and September, 1904, and reached 134 in December, 1904; it then fell to 128, and has now again risen to 132. This unsatisfactory circumstance is attributable to bad seasons and the consequent scarcity of food, and in some parts of the Circuit to lack of organisation. The loss of one school in St. Mark's is explained by the amalgamation of the St. Mark's Boys' and Girls' Schools at the end of 1904.

Table B gives details about the schools opened and closed during the year under review.

B.—SCHOOLS OPENED AND CLOSED.

(1) Schools Opened.

MAGISTRACY.	A 3.	P.F.	Poor.	C.	Total, 1905.	Total, 1904.	Increase.
Elliot	...	3	4	...	7	6	1
Engcobo	3	3	5	-2
St. Mark's	1	1	1	...
Xalanga	...	1	...	...	1	1	...
Schools Opened : Totals	...	1	3	4	12	13	-1

(2) Schools Closed.

Elliot	...	3	2	...	5	6	-1
Engcobo	...	...	...	2	2	...	2
St. Mark's	...	...	...	3	3	3	...
Xalanga	...	1	1	...	2	...	2
Schools Closed : Totals	...	1	4	2	5	9	3
Net Increase...	...	-1	2	-1	...	...	...

* These figures are for the period 1st July, 1903, to 30th June, 1904.

The greatest number of changes are found in Elliot on account of European schools predominating there. Out of 18 European schools in that Magistracy, 7, or nearly 40 per cent., are new ones, and 5 out of 20, or 25 per cent., have lapsed during the year. This is one of the most unsatisfactory features of rural schools among the European population. It is evident that in such circumstances the school-life of many European children must be very short and moreover, often interrupted. As in last year's report, a list of centres where aided schools should be established or re-established is here subjoined.

(1) EUROPEAN SCHOOLS.

ELLIOT.	Noah's Ark.	ENGCOBO.
Ballater.	Offa.	Clarkebury.
Bloemvlei.	Rooipoort.	Qonya.
Cloeta.	Rondavel.	
Glen Alvon.	Smalpoort.	ST. MARK'S.
Ianlom.	Struman.	Luxeni.
Keppoch.	Upper Gubenxa.	
Lemoenvlei.	Waterkloof.	XALANGA.
Lunga.	Zuurhoek.	Mahlungulu.

(2) NATIVE SCHOOLS.

ELLIOT.	Nqutura.	Magwadlele.
Dennymains, and a site near the confluence of the Xuka and Slang Rivers.	Ntibane.	Matafeni.
	Ntsimba.	Mpunga's.
	Nxamagele.	Mtingwevu.
	Nxebe.	Mtonjeni.
ENGCOBO.	Qoba.	Mvuzo's.
Debera.	Qonya.	Neuneuze.
Engwalana.	Sentubi.	Ngqwashu.
Esikobeni.	Stokwe's.	Ngxwabangu.
Gcuwa's.	Vetyu's.	Rwantsane.
Gqaka.	Xuka.	Sabalela.
Itwane.	Zadungeni.	Saliwa's.
Manxiwa's.		Tsakana.
Manzimdaka.	ST. MARK'S.	Zigudu.
Mawuleni.	Banzi.	
Mhlopekazi.	Camama.	XALANGA.
Mtonintshi's.	Cambalala.	Mbenge.
Ncataru.	Gudwana's.	Jojweni.
Ncembu.	Jara's.	Sipafeni.
Nkwenkwezi.	Lower Qamata.	
Note's.	Lower Zigudu.	

A few of these schools are about to be opened or reopened. In the Magistracy of Elliot there is room for as many European schools as are now in existence. Considerable attention has been paid to this Magistracy during the last two years with a view to increasing the number of rural schools, and at last there is a distinct prospect of improvement. In this connection we should like to express our appreciation of the assistance given us by Rev. J. C. du Plessis, of Elliot, in our efforts to spread education among his congregation.

III. *Enrolment and Attendance.*—From June to September, 1904, the number of Coloured pupils rose by about four hundred; a decrease of three hundred took place during the following two quarters; after that the number again increased by about three hundred, so that the figures for the Third Quarters of 1904 and 1905 are nearly alike. The decrease was due to the cause mentioned in Section II. An increase of nearly 10 per cent. has taken place in the number of European pupils owing to an increase in the number of Elliot schools.

Particulars about the number of pupils attending State-aided schools in the four Magistracies during the Third Quarters of 1905 and 1904 will be found in Table C.

C.—ENROLMENT.

MAGISTRACY.	White.		Increase.	Coloured.		Increase.	Total.		Increase.	Percentage Increase.	
	1905.	1904.		1905.	1904.		1905.	1904.		1905.	1904.
Elliot	401	333	68	121	164	-43	522	497	25	5.03	3.54
Engcobo	27	31	-4	3201	3132	69	3228	3163	65	2.06	21.00
St. Mark's	68	65	3	1701	1733	-32	1769	1798	-29	-1.61	13.65
Xalanga	93	109	-16	1604	1608	-4	1697	1717	-20	-1.16	10.75
Totals	589	538	51	6627	6637	-10	7216	7175	41	...	...
Percentage Increase, 1905	...	...	9.48	...	...	-15	...	...	...	57	...
Do. 1904	...	...	-6.27	...	...	17.43	...	...	...	...	15.24

There is thus an increase of only .5 per cent. in the total number of pupils. The decrease in the number of White pupils in Xalanga is even greater than it appears owing to one of the Elliot schools having been entered as for this Magistracy. The fall in numbers is due to the opening of another Unaided school at Cala and the temporary closing of two Country schools. Some slight improvement has taken place in regard to attendance as will appear from the following two tables.

D.—AVERAGE ATTENDANCE.

MAGISTRACY.	Pupils Enrolled.	Average Attendance.	Percentage, 1905.	Percentage, 1904.
Elliot	522	451	86.40	84.31
Engcobo	3228	2626	81.35	80.65
St. Mark's	1769	1322	74.73	72.69
Xalanga	1697	1284	75.66	78.16
Totals, 1905	7216	5683	78.76	...
Do., 1904	7175	5619	...	78.31

AVERAGE ATTENDANCE IN EACH CLASS OF SCHOOL.

CLASS OF SCHOOL.	Pupils Enrolled.	Average Attendance.	Percentage, 1905.	Percentage, 1904.
A 2	55	48	87.27	89.77
A 3	214	191	89.25	87.30
P.F.	101	95	94.06	89.83
Poor	212	183	86.32	87.04
C 1	84	76	90.48	91.03
C	6550	5090	77.71	77.32
Totals	7216	5683	78.76	78.31

In three of the four Magistracies attendance has become more regular; it is gratifying to note the gradual improvement in St. Mark's which for years has been the least satisfactory educationally of the four; on the other hand, matters have become less satisfactory in Xalanga. The second table shows that in all other than C schools attendance is fairly regular; in P.F. schools it is about all that can be expected.

IV. *Inspection of Schools.*—As was stated in Section I., 135 formal inspections were made during the year, but one school was examined twice, thus there remain 134 different schools; this number corresponds to the number of schools existing during the fourth quarter of 1904. The number of informal inspections, 85, is considerably less than the number of schools in existence, and as visits to Unaided schools are included and several Aided schools were visited informally more than once, only about half of the Government schools have been overtaken. During the preceding year it was possible to pay 24 more of such visits as appears from the first table in this report.

V. *Pupils' Attainments at Inspection.*—The following tables show the classification of pupils after inspection and the standard of attainment in White and Coloured schools.

E.—CLASSIFICATION OF PUPILS.

CLASS OF SCHOOL.	Number of Schools Inspected.	Pupils Enrolled.	Pupils Present.	Sub-Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard	Pupil Teachers.	Unclassified.	Percentage above St. IV.
A 2	1	67	63	8	8	11	11	4	7	3	5	6	...	...	33.33
A 3	7	220	209	77	34	34	25	15	16	3	4	...	1	...	11.48
P.F.	15	123	123	39	21	21	16	11	13	1	...	...	1	...	12.19
Poor	5	140	118	49	19	15	17	11	6	1	...	...	...	...	5.93
C 1	2	78	78	...	...	...	...	...	...	...	...	...	78	...	100.00
C	104	6590	6021	3503	821	737	528	271	116	36	...	...	...	9	2.53
Totals, 1905	134	7218	6612	3676	903	818	597	312	158	44	9	7	79	9	...
Do., 1904	130	6758	6069	3076	907	903	580	337	134	33	13	2	81	6	...
Percentages, 1905 ... ..	...	...	...	55.60	13.66	12.37	9.03	4.72	2.39	.67	.14	.11	1.19	.14	4.50
Do., 1904 ... ..	...	...	...	50.68	14.94	14.88	9.56	5.55	2.16	.54	.21	.03	1.33	.10	4.29

* Omitting unclassified pupils.

In every class of school the percentage of pupils above Standard IV. has risen, the greatest increase being 4.45 per cent. in P.F. schools and the smallest .40 per cent. in C schools. The increase in the number of pupils examined amounts to 543, but the increase in the number classified in Sub-Standards amounts to 600; this in itself is unsatisfactory since only four new C schools were opened during the year and since the increase in the number of pupils in Sub-Standards in C schools alone amounts to 619.

F.—STANDARD OF ATTAINMENT IN WHITE AND COLOURED SCHOOLS.

PUPILS.	All Schools.		White Schools.		Coloured Schools (omitting C 1.).	
	Percentages.		Percentages.		Percentages.	
	1905.	1904.	1905.	1904.	1905.	1904.
In Standard I. and below...	69.35	66.58	49.08	47.19	71.88	68.55
In Standard V. and above (omitting unclassified pupils)	2.11	1.83	13.55	11.62	2.52	2.12

The increase in the percentages in Standard V. and above is satisfactory, but is counterbalanced by the increases in the very lowest classes.

V. *Pupils' Progress.*—This will appear from the following table.

G.—PROGRESS OF PUPILS AT INSPECTION.

CLASS OF SCHOOL.	Presented in Standards.	Passed.	Percentage of Passes.	Present also at Preceding Inspection.	Placed in Higher Standard.	Placed in Same Standard.	Placed in Lower Standard.	Percentage Placed in Higher Standard.	Percentage Placed in Higher Standard, 1904.
A 2	52	45	86.54	41	39	2	...	95.12	82.76
A 3	142	82	57.75	93	56	37	...	60.22	58.18
P.F.	90	55	61.11	78	47	31	...	60.26	58.57
Poor	76	47	61.84	49	32	17	...	65.31	59.38
C	3064	1459	47.62	2397	1169	1222	6	48.77	57.22
Totals	3424	1688	49.30	2658	1343	1309	6	50.53	57.63

The percentage of passes is higher than in 1904 in the following classes of schools: A 2, P.F. and Poor; and lower in A 3 and C schools. The percentage of pupils placed in a higher standard has risen in all but C schools. In C schools there is a fall of 8.5 per cent. This is caused by the rule concerning the disqualifying of the most irregular pupils having been strictly observed. The carrying out of this rule has also considerably affected certain figures in Tables E and F. The number of pupils disqualified for irregular attendance was:—Standard VI., 1; Standard V., 3; Standard IV., 29; Standard III., 80; Standard II., 121; Standard I., 186; Sub-Standard B, 224; total 644, a very high percentage of the pupils presented for examination. There can be no doubt of the salutary effect upon regularity that this new rule will have. Teachers in Native schools have almost without exception expressed their satisfaction at being so assisted in securing a reasonably regular attendance.

VII. *Subjects of Instruction.*—Creditable attempts are being made in a number of Native schools to teach *English* upon practical lines, but the teacher usually confines himself to a few stereotyped questions and answers. He should carefully prepare the lesson to be taught, noting any points that would serve to increase the pupil's knowledge of common objects and of the English language. The lesson should be presented in such a manner as to arouse fully the pupils' faculties, inducing them to think for themselves. There are still some Native schools in which practically no attention is paid to Oral English. *Reading*, though remarkably correct as regards pronunciation, is in many cases a mere repetition of words and phrases, conveying no meaning to the pupil. *Recitation* is poor, and very few Native teachers have endeavoured to train their pupils in the use of appropriate gesture. *Spelling* in general is good, but it appears that Native teachers pay particular attention to the memorising of the words of the reading book with a view to success at inspections, without exercising their pupils in the use of the words thus acquired. The attainments in *Composition* are accordingly very low. Most pupils in Standard IV. have great difficulty in grasping a simple story, such as may be found in a Standard II. reading book, and pupils in Standard V., although they may be able to analyse a fairly difficult sentence, still find it impossible to construct an easy sentence without violating some simple grammatical rule. In this class of school the teaching of *Grammar* should be made subservient to the teaching of *Composition*. *Geography* is not successfully taught. Many Native teachers have apparently not received the training necessary for teaching the subject intelligently; they are satisfied with cramming a few definitions and facts into their pupils' heads. Too little practice is given in Map Drawing. More blackboard demonstration is needed if any practical benefit is to be derived from the teaching of this subject. In some schools slate *Writing* leaves little to be desired, but in the majority there is lack of neatness and systematic arrangement. Copybook Writing is often regarded as a subject that needs no actual teaching but can be done by the pupils unaided. In the highest classes slates should be discarded in favour of exercise books. In Written *Arithmetic* problems are seldom solved, and more attention should be given to mental calculations. The purely mechanical part of the work is often excellent. Mental Arithmetic in general is still very poor; the weakness is often due to inability on the part of assistant teachers to impart the early principles intelligently. *Singing* Competitions for Native schools were held at Clarkebury and Engcobo for the Engcobo Shield, which was carried off by the Clarkebury Practising School (Wes.) C, and at Cala for the Xalanga trophy. This was won by the Mnxe (Eng. Ch.) C School. Gratifying interest was taken in the competitions, the number of entries being largely in excess of those in the preceding year. The Engcobo schools have now two shields for Choir Competitions, as the District Council has generously voted the sum of £10 to defray the cost of an additional shield.

VIII. *Teachers.*—Details regarding qualifications and sex of the teachers employed in the Circuit are to be found in Tables H and I. The first is based upon inspection reports for the year under review, and the second upon attendance returns for the Third Quarter of 1905 and the Second Quarter of 1904.

H.—QUALIFICATIONS.

MAGISTRACY.	Certificated.				Uncertificated.	Percentage Certificated.	
	P.C.	T. 3.	Misc.	Total.		1905.	1904.
Elliot ... ..	...	9	...	9	14	39.13	45.45
Engcobo	1	28	1	30	62	32.57	30.12
St. Mark's ... ..	...	20	...	20	29	40.82	32.00
Xalanga	2	14	...	16	40	28.57	28.85
Totals	3	71	1	75	145	34.09	31.88

I.—SEX.

MAGISTRACY.	Male.	Female.	Total.	Percentage of Male Teachers.	
				1905.	1904.
Elliot	13	13	26	50.00	38.10
Engcobo	54	40	94	53.19	63.22
St. Mark's	27	25	52	51.93	50.00
Xalanga	20	38	58	34.49	40.00
Totals	114	116	230	49.57	51.67

While there has been on the whole an increase in the percentage of certificated teachers, it is unsatisfactory to note that Elliot and Xalanga show no progress in this respect. In Elliot Magistracy the class of school and the conditions of living do not attract qualified teachers from outside, and so long as the town of Elliot possesses but a Third Class school, facilities for training teachers will be most indifferent. Xalanga at one time the most advanced educationally of the four Magistracies, has of late shown the least signs of educational progress. Unless this area is proclaimed a District Council in the near future there is little prospect of an increase in the number of certificated teachers. Twenty-four pupil-teachers belonging to Cala Convent (R.C.), Unaided, and three others were the only Europeans offering themselves for examination in practical work. Elliot should be able to train a sufficient number of teachers for its own schools.

Table I shows that now the number of female teachers slightly exceeds the number of male teachers.

IX. *Libraries.*—Satisfactory progress has been made in the number of school libraries, as will appear from Table J.

J.—SCHOOLS POSSESSING LIBRARIES.

	A 2.	A 3.	Other Schools.	Total.	
				1905.	1904.
Number of Schools in Circuit	1	7	124	132	132
Number possessing Libraries	1	4	...	5	2

One might reasonably expect to find libraries in the two Native Training schools. Those that are being trained to teach others should certainly not be satisfied to read only what is contained in their school books, but should make every effort to gain further knowledge and to widen their views.

X. *School Buildings and Furniture.*—During the year the following schools have been provided with new and satisfactory buildings:—Embokotwa Poor, in Elliot; All Saints' (Eng. Ch.) C 1, and Elucwewe (Ind.) C, both in Engcobo; and Cofimvaba A 3 and Southeyville (Wes.) C, both in St. Mark's. Free grants for building purposes will be issued to Oranzai A 3, Zuurhoek and Zweethoek Poor schools, all in Elliot, and to St. Mark's A 3. In the case of the first three schools operations have commenced, and the Managers of St. Mark's A 3 are showing commendable energy in pushing on their scheme. Suitable buildings are being erected for two P.F. schools in Elliot, Bonawe and Ordiana, and for the following C schools in Engcobo:—Cefane (Wes.), Gulandoda (Eng. Ch.), Mangele's (Eng. Ch.), Mqabo (Wes.), Sitonga's (Eng. Ch.) and Upper Mnyolo (Eng. Ch.). Steps are being taken to enlarge Elliot A 3 School. The following schools are quite unsatisfactorily housed and no time should be lost in effecting improvement:—*Elliot*: Elliot (D.R.C.) C and Runagaul P.F.; *Engcobo*: Esitoleni (Eng. Ch.) C, Gubenxa (Eng. Ch.) C, Mqonci (Ind.) C (this school has been mentioned several times as most unsatisfactory) and Msintsana (Eng. Ch.) C; *St. Mark's*: Banzi (Eng. Ch.) C (not now on list) and Nomadamba (Eng. Ch.) C; *Xalanga*: Cala Pass (Wes.) C (mentioned also in previous reports) Lower Lufuta (Eng. Ch.) C, and Mtingwevu (Wes.) C.

The supply of furniture is becoming more adequate. In Engcobo there is marked improvement in general equipment, owing to the assistance rendered by the District Council.

We have the honour to be,

Sir,

Your obedient Servants,

G. HAGEN.

W. P. BOND.

Cala, 28th December, 1905

10.—INSPECTOR HOBDEN'S REPORT.

[CIRCUIT.—MACLEAR, MOUNT FLETCHER, MOUNT FRERE, NTABANKULU AND QUMBU.]

SIR,—I have the honour to submit my report for the year ending 30th September, 1905.

I. *Administration.*—As last year the districts of Maclear, Qumbu and Mount Frere showed a decrease in enrolment, this year I devoted much time to informal visits in those Magistracies with a view to effecting an improvement in this respect. Table C will show the beneficial result of these visits. Outside the ordinary inspection routine I spent much time in conferring with missionaries, managers of European schools, headmen and District Councils for the furtherance of educational work in my Circuit. In company with Inspector Tooke I visited Umtata and Buntingville Training Schools for inspection purposes, while he joined me at Shawbury Training School for the same object. The ensuing table shows the number of schools inspected and informally visited during each quarter.

Quarter.	Inspections.	Informal visits.
4th Quarter, 1904	23	33
1st Quarter, 1905	30	44
2nd Quarter, 1905	39	29
3rd Quarter, 1905	43	44
Totals	135	150

II. *Supply of Schools.*—The following table, A, gives the number and classification of the schools in each Magistracy of the Circuit for the Third Quarter, 1905, as compared with the totals for the same quarter, 1904.

A.—NUMBER OF SCHOOLS.

MAGISTRACY.	A 3.	P.F.	C 1.	C.	Total, 1905.	Total, 1904.	Increase.
Maclear	9	2	...	7	18	16	2
Mount Fletcher	1	1	...	24	26	21	5
Mount Frere ... ..	...	1	...	49	50	39	11
Ntabankulu	1	...	...	13	14	11	3
Qumbu	1	...	1	41	43	33	10
Totals, 1905	12	4	1	134	151	...	...
Do., 1904	8	3	1	108	...	120	...
Increase	4	1	...	26	...	...	31

In Table B are given the details relating to the opening and closing of schools in the several Magistracies.

B.—SCHOOLS OPENED AND CLOSED.

(1) Schools Opened.

MAGISTRACY.	A 3.	P.F.	C.	Total, 1905.	Total, 1904.	Increase.
Maclear	3	2	1	6	4	2
Mount Fletcher ... ..	...	1	4	5	3	2
Mount Frere ... ..	...	1	11	12	2	10
Ntabankulu ... ..	...	...	4	4	...	4
Qumbu	1	...	9	10	3	7
Schools Opened : Totals	4	4	29	37	12	25

(2) Schools Closed.

Maclear ... ..	...	2	2	4	7	-3
Mount Fletcher ... ..	...	...	...	...	...	...
Mount Frere	1	...	...	1	...	1
Ntabankulu ... ..	...	...	1	1	1	...
Qumbu ... ..	...	...	...	...	1	-1
Schools Closed : Totals	1	2	3	6	9	-3
Result of Reclassification	1	-1	...	...	...	...
Net Increase	4	1	26	31	...	...

* These figures are for the period 1st July, 1903, to 30th June, 1904.

It is pleasing to report an increase in the number of schools in each individual Magistracy, and it is most gratifying to observe that this increase refers to both European and Native schools. Mount Frere and Qumbu show the largest increase, the former with 11 new schools, and the latter with 10. The rise of 5 in Mount Fletcher is most promising. Native education in Mount Fletcher, Mount Frere, Ntabankulu and Qumbu will be seen to be making steady progress, when it is observed that in these Magistracies all the schools receiving Government grant at the end of the statistical year 1904 are still on the aided list, not one having been definitely closed. Maclear shows the opening of 6 schools, 3 A 3, 2 P.F. and 1 C; on the other hand, 2 P.F. schools have been closed, one owing to the inability to obtain a teacher and the other to the removal of the family on whose farm the school existed. Two Native schools in the Maclear district have been closed. It is disappointing to find that the Maclear C school has been closed through a falling off in the enrolment. The life of Native schools in this district is necessarily uncertain, owing to the fact that in it there are no native locations, with the exception of Tsitsana, as in the other Magistracies of my Circuit. The natives, being for the most part farm labourers, frequently move from one farm to another; these moves often result in the closing of a Native school. I should like to mention here the good work in this district of Mr. John Knox Bokwe, who spends much energy and time in the upkeep of the Native schools under his supervision, all of which are on farms, and are so much more difficult to maintain than the ordinary Location school. It is disappointing to report that the A 3 school in the village of Mount Frere has been reduced to a P.F. school. This is due to the lack of support given to the school by several of the leading residents, who prefer to send their girls to a Private school in the village. The total increase in the number of schools is 31, being 25·8 per cent. on last year's total. All dissatisfaction at the institution of the District Council in Mount Fletcher and Qumbu

has disappeared, and the natives are now realising the great boon to education resulting from its work. Notwithstanding the large increase in Native schools during the year under review the following table gives the number of unaided schools, which are qualifying for a grant :—

MAGISTRACY.	Number of Unaided Schools.
Maclear	1
Mount Fletcher	8
Mount Frere	10
Ntabankulu	4
Qumbu	8
Totals	31

III. Enrolment and Attendance.—The number of pupils enrolled in the five Magistracies in the Third Quarter is shown below.

C.—ENROLMENT.

MAGISTRACY.	White.		Increase.	Coloured.		Increase.	Total.		Increase.	Percentage Increase.	
	1905.	1904.		1905.	1904.		1905.	1904.		1905.	1904.
Maclear	194	163	31	325	274	51	519	437	82	18·7	-8·2
Mount Fletcher	30	20	10	1366	1119	247	1396	1139	257	22·5	18·3
Mount Frere	13	18	-5	3265	2801	464	3278	2819	459	16·2	-0·7
Ntabankulu	11	13	-2	576	539	37	587	552	35	6·3	1·7
Qumbu	26	...	26	2662	2291	371	2688	2291	397	17·3	-2·1
Totals	274	214	60	8194	7024	1170	8468	7238	1230	...	...
Percentage Increase :											
1905 ... ..	...	...	2·8	...	...	16·6	...	...	...	16·9	...
1904 ... ..	...	...	-2·2	...	...	1·4	...	...	...	...	1·3

This table is highly satisfactory, showing as it does an increase of 60 White children and no less than 1,170 Natives. Each Magistracy shows an increase, Mount Fletcher giving the highest percentage.

Table D gives the average attendance for the September quarter, 1905, and the comparative percentages for the years 1905 and 1904.

D.—AVERAGE ATTENDANCE.

MAGISTRACY.	Pupils Enrolled.	Average Attendance.	Percentage, 1905.	Percentage, 1904.
Maclear	519	435	83·6	86·9
Mount Fletcher	1396	1219	87·3	87·7
Mount Frere	3278	2780	84·7	85·3
Ntabankulu... ..	587	484	82·1	82·9
Qumbu	2688	2209	82·4	82·6
Totals, 1905	8468	7137	84·2	...
Do., 1904	7238	6135	...	84·7

These figures are satisfactory. It is interesting to compare this percentage with the attendance on the days of informal visits paid throughout the year, which works out to 83.01 per cent.

IV. *Schools Inspected.*—During the year ending 30th September, 1905, 132 schools were inspected; 2 schools were twice inspected, and in addition I was requested to inspect 1 European school, which has not qualified for a grant. 151 informal inspections were made, one of which was made by Inspector R. Rein. These informal inspections are of the utmost importance, especially in the case of C schools, as they impress on teachers and parents the necessity of maintaining the enrolment and attendance throughout the entire year, besides keeping the teachers to their work at all times. Although there is a great improvement in the internal working of the C schools there are still many points requiring the attention of the majority of native teachers. The following are the more important:—(1) The need of a timepiece in good working order in each school; although many teachers have watches, it is curious to note that they are rarely going when I pay an informal visit. This is important as without the correct time the teacher cannot keep proper school hours, work according to a time-table, or mark the registers at the stated hours. (2) The need for proper ventilation of the schoolrooms. I frequently find doors and windows closed, and the atmosphere decidedly unhealthy. (3) The teachers should insist on neatness and cleanliness in the persons and dress of their scholars. The difference in the appearance of the children when they are prepared beforehand for a formal inspection and when taken unawares at an informal visit is marked. (4) Copy-book writing and needlework should be regularly and systematically taught throughout the year. Often I find that these subjects are put off till the annual inspection is nearly due.

V. *Pupils' Attainments at Inspection.*—Table E gives for each class of school inspected the number of pupils enrolled at the date of inspection, the number of pupils and pupil-teachers present at inspection, the number of pupils graded in the various Standards as the result of inspection, and the percentage of pupils above Standard IV.

E.—CLASSIFICATION OF PUPILS.

CLASS OF SCHOOL.	Number of Schools Inspected.	Pupils Enrolled.	Pupils Present.	Sub-Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Pupil Teachers.	Percentage above Standard IV.
A 3	9	218	216	64	33	39	25	29	17	2	5	2	12.0
P.F.	3	17	17	9	1	3	2	1	1	..	..	..	5.8
C1	1	41	41	..	..	..	..	..	..	..	..	41	100.0
C	119	7416	6672	3808	941	715	622	415	124	47	..	..	2.5
Totals, 1905 ...	132	7632	6946	3881	975	757	649	445	142	49	5	43	..
Do., 1904 ...	104	6283	5595	2993	777	726	557	363	123	19	..	37	..
Percentages, 1905 ...	..	..	90.3	55.8	14.03	10.3	9.3	6.4	2.04	.7	.07	.6	3.4
Do., 1904 ...	..	..	89.04	53.4	13.8	12.9	9.9	6.4	2.1	.3	..	.6	3.1

The following table gives a comparative view of the attainments of pupils in White and Coloured schools respectively for the two years, 1905 and 1904.

F.—STANDARD OF ATTAINMENT IN WHITE AND COLOURED SCHOOLS.

PUPILS.	All Schools.		White Schools.		Coloured Schools (omitting C1).	
	Percentages.		Percentages.		Percentages.	
	1905.	1904.	1905.	1904.	1905.	1904.
In Standard I. and below	69.9	67.3	45.9	50.7	71.1	68.4
In Standard IV. and above	3.4	3.1	11.5	6.9	2.5	2.4

On looking at Table F it will be observed that the percentage of pupils in Standard I. and below in native schools is higher than in the preceding year. It would appear that there is a falling off in the standard of attainment in this class of school, but several schools, mostly in the Qumbu district, and situated in "Red" locations, were inspected for the first time and nearly all the children in these schools were beginners. The percentage of pupils in European schools below Standard II. is lower than last year. The percentage of pupils in Native schools above Standard IV. is practically the same as last year. Taking the percentage as a basis of progress it seems that there has been no improvement in this respect, but when the actual number of passes in the respective years is considered a distinct improvement is seen, especially in Standard VI. Of course, the large influx in the lower classes mentioned above, accounts for the low percentage. It is a mark of progress to find the natives desirous of having classes for Standards V. and VI. taught in their schools, and there are centres where these classes could be formed, if the people would only bear in mind the following points:—(a) Separate classrooms thoroughly furnished and equipped should be provided for Standards V. and VI. (b) Qualified and experienced teachers are essential for these classes. The increase in the percentage of pupils in European schools is satisfactory. Last year I had to mention that no pupils were presented in Standard VII., but this year 5 children were successful in this Standard.

VI. *Pupils' Progress.*—Table G shows in the respective classes of schools the success of pupils in passing their Standards and in advancing to a Standard higher, as compared with the corresponding results of the preceding year. Statistics are available for 103 schools; out of the remaining 29, 19 were inspected for the first time, 2 schools were in abeyance last year, and 7 had lost their inspection records. The 7 defaulting schools with regard to the records are Mount Fletcher A 3, Ntabankulu A 3, St. Monica's (Eng. Ch.), Ngwemyama (Wes.), Esihlaheni (Wes.), Nomkolokoto (Wes.), and Qwidlana (Wes.). In every instance the records were lost owing to changes being made in the staff. As I pointed out in 1903, managers should insist on all records being handed over to them by teachers when finally leaving their schools.

G.—PROGRESS OF PUPILS AT INSPECTION.

CLASS OF SCHOOL.	Presented in Standards.	Passed.	Percentage of Passes.	Present also at preceding Inspection.	Placed in higher Standard.	Placed in same Standard.	Placed in lower Standard.	Percentage placed in higher Standard.	Percentage placed in higher Standard, 1904.
A 3	152	107	70.3	108	93	14	1	86.1	79.4
P.F.	9	5	55.5	..	..	..	..	..	..
C	3272	1974	60.3	2336	1429	906	1	61.1	64.1
Totals ...	3433	2186	63.7	2444	1522	920	2	62.2	64.7

In A 3 schools I have again to record an improvement in the percentage of pupils placed in a higher Standard, while in C schools it is slightly lower than last year. The change of reading books together with the regulation which accounts as failures those pupils who have not made the requisite number of attendances is no doubt accountable for this decrease in percentage. The P.F. schools were examined for the first time, hence it is impossible to compare progress.

VII. *Subjects of Instruction.*—In European schools little improvement has been made in *Spelling*, and in the higher Standards more attention should be paid to *Composition* and *Arithmetic*. *Drawing* is not as good as last year, but *Singing*, *Drill* and *Needlework* have been more efficiently taught. *Latin*, *Euclid* and *Algebra* have been commenced in the Maclear Public School. The *Kindergarten* methods should be employed in Maclear and Ugie A 3 schools. The following points demand the attention of all native teachers. *Reading* must be properly taught. At present the children are made to repeat the lesson, phrase by phrase after their teacher until it has been learnt practically by heart. The reading of poetry is usually omitted. *Recitation* is generally rendered in a monotonous

and sing-song tone, yet the meanings and allusions are usually understood. *Writing* is still neglected in the Sub-Standards, hence the writing throughout the school is unsatisfactory. In teaching this subject teachers must make more use of the blackboard, and before setting their pupils to write must see that they have pencils of suitable length, and that their slates are properly ruled. *Mental Arithmetic* should be made to precede and bear on each written arithmetic lesson, and not as in too many cases taken only once a week. With regard to *Written Arithmetic* very poor results are obtained in notation and numeration in the lower classes, the work of the upper Standards is set down in a slovenly and careless manner, and though the purely mechanical work is usually correct, anything in the nature of a problem proves a stumbling block to the majority of pupils. Owing to the ignorance of the English language *Composition* still continues to be a lamentably weak subject. If oral composition were taken in the lower classes and less Kafir spoken by the teachers throughout the school an improvement would, I feel sure, be made in this subject. An advance is seen in *Geography*, still the drawing of the plan of the school is badly taught in the Second Standard, and in the higher Standards more Map Drawing should be taken. *History* is weak. This subject is not properly known by the teachers and consequently is taught in an unintelligible manner. A fair standard in *Grammar* and *Drill* is maintained. *Singing* is usually well and carefully taught, the chief fault observed being in the matter of Time. The words of the songs should be learnt throughout; usually the teachers consider a knowledge of the first verse sufficient. Song-books should be used in order to leave the blackboards free for the other class work. *Needlework* is slightly better, yet there is much room for improvement. The work should run more on the lines laid down in the syllabus. *Woodwork* has been taken up in Osborn C school, and a grant has been given to the Industrial School on the same Mission Station. At this Industrial School there are about 15 boys learning *Carpentry* under a qualified instructor.

VIII. *Teachers*.—In Table H the qualifications of teachers in schools inspected during the year are given, while Table I shows their sex based on the quarterly statistics.

H.—QUALIFICATIONS.

(This Table includes only Teachers in Schools Inspected.)

MAGISTRACY.	Certificated.				Uncertificated.	Percentage Certificated.	
	T 2.	T 3.	Misc.	Total.		1905.	1904.
Maclear	1	3	...	4	19	17.3	25.0
Mount Fletcher ... ..	...	13	...	13	20	39.3	21.4
Mount Frere ... ..	...	20	1	21	68	23.5	16.8
Ntabankulu ... ..	...	3	...	3	16	15.7	14.2
Qumbu ... ..	...	17	...	17	55	23.6	26.4
Totals	1	56	1	58	178	24.5	20.5

I.—SEX.

(Based on Quarterly Statistics.)

MAGISTRACY.	Male.	Female.	Total.	Percentage of Male Teachers.	
				1905.	1904.
Maclear	6	18	24	25.0	31.5
Mount Fletcher	32	11	43	74.4	78.1
Mount Frere	54	42	96	56.2	47.3
Ntabankulu	14	7	21	66.6	58.8
Qumbu	42	37	79	53.1	56.2
Totals	148	115	263	56.2	54.3

The percentage of certificated teachers, though still low, has increased 4 per cent. Of the 178 uncertificated teachers 47 have had some training; 33 hold the first year Pupil Teachers' Certificate, and 14 that of the Second Year. These teachers should make every effort to improve their qualifications, and if possible return to a Training school in order to do so. The percentage of male teachers is slightly higher than that of last year. From Table I it is seen that Maclear with 25 per cent. has the lowest, and Mount Fletcher with 74.4 per cent. the highest percentage of male teachers. The low percentage in Maclear district is accounted for by the fact that the schools there are for the most part either small European or small native schools in which the salaries offered are not large enough to attract male teachers. Shawbury C 1 for girls is the only Native Training school in my Circuit. This year 41 pupil-teachers were presented for the practical part of the examination as against 36 last year. Of those presented this year 4 were entered for the Third Year, 12 for the Second Year, and 25 for the First Year. This is an improvement on last year, when all the candidates presented were entered for the first year. Until more students leave with the full certificate this Training school will hardly assist in materially raising the percentage of certificated teachers in my Circuit.

IX. *Libraries*.—Table J shows the number of schools possessing libraries. The number of European schools that have libraries remains the same as last year. Osborn Native school has now a library, and it is to be hoped that it is but the commencement in native schools. Shawbury Training School should have a library. It is regrettable to find that native teachers after the completion of their course of training attempt little or no reading. Possibly if the habit of reading were inculcated during their course of training an improvement might be observed in this respect, and they themselves would be more anxious to establish libraries in the schools under their charge.

J.—SCHOOLS POSSESSING LIBRARIES.

	A 3.	Other Schools.	Total.	
			1905.	1904.
Number of Schools in Circuit	12	139	151	120
Number possessing Libraries	4	1	5	4

X.—*School Buildings and Furniture*.—The school buildings are classified in the following table.

	A 3.	P.F.	C 1.	C.	Total.
Satisfactory	3	1	...	10	14
Fair	4	3	1	93	101
Unsatisfactory	5	...	...	25	30
Condemned ... ..	...	...	...	6	6
Totals	12	4	1	134	151

No new schools for Europeans have been erected during the year, though by the end of next year I expect new buildings in Mount Fletcher, Qumbu, and Ugie, and additional classrooms provided at Maclear. Several new schools for natives are in course of construction, but the only one of any note that has been completed and thoroughly furnished is the Upper Culunca Presbyterian School. New furniture has been added to the majority of the native schools in Mount Fletcher, the

Presbyterian Mission Schools in Qumbu, and a few of the Wesleyan Mission Schools under the superintendence of the missionary at Osborn.

In bringing my report to a close I must again thank those missionaries and all others who have rendered me assistance in my work.

I have the honour to be,

Sir,

Your obedient Servant,

ERNEST HOBDEN.

Claremont,

13th January, 1906.

11.—INSPECTOR HOFMEYR'S REPORT.

[CIRCUIT.—CLANWILLIAM, NAMAQUALAND, PIQUETBERG, TULBAGH, VAN RHYNSDORP AND WALFISH BAY.]

SIR,—I have the honour to submit to you my report for the year ending 30th September, 1905.

I. *Administration*.—During the quarter ending 31st December, 1904, I inspected those schools in the divisions of Piquetberg and Clanwilliam which could not be included in the inspection of those divisions during the previous June quarter. As a large number of schools in these divisions are closed for the ploughing and reaping seasons, which fall in the Second and Fourth Quarters of the year, special arrangements have to be made to inspect such schools during the earlier portions of those quarters, leaving the remaining schools to be dealt with later on. While this entails additional travelling, as the same ground has often to be traversed twice, it affords the opportunity of paying to many schools and localities special visits which often prove very useful. During the first quarter of the year 1905, schools were inspected in the division of Tulbagh and in part of the division of Clanwilliam, while in the earlier weeks of the quarter several informal visits were paid. The quarter ending 30th June, 1905, was occupied with the inspection of schools in the divisions of Piquetberg and Clanwilliam. In the last quarter of the year under review I proceeded to Namaqualand, paying informal visits to schools along the way. The work in this division has grown and, owing to the long distances to be covered, claimed so much of my time that it was impossible to finish the inspection of all the schools in the division of Van Rhynsdorp before the end of the quarter.

II. *Supply of Schools*.—Table A gives the number, class and distribution of the schools in operation during the quarter ending 30th September, 1905, and the number in the corresponding quarter of 1904 for comparison. Table B shows the number of schools opened and closed during the year.

A.—NUMBER OF SCHOOLS.

DIVISION.	A 2.	A 3.	D.	E.	P.F.	Poor.	B.	Total, 1905.	Total, 1904.	Increase.
Clanwilliam ...	1	10	...	...	5	5	4	25	19	6
Namaqualand ...	...	6	1	1	1	1	12	22	16	6
Piquetberg ...	2	16	...	...	3	11	5	37	30	7
Tulbagh ...	1	9	...	...	2	...	5	17	15	2
Van Rhynsdorp ...	1	6	...	...	1	...	2	10	4	6
Walfish Bay ...	...	...	...	...	...	...	2	2	2	...
Totals, 1905 ...	5	47	1	1	12	17	30	113	...	...
Do., 1904 ...	5	31	1	...	8	14	27	...	86	...
Increase ...	...	16	...	1	4	3	3	...	...	27

[G. 5—1906.]

M

B.—SCHOOLS OPENED AND CLOSED.

(1) Schools Opened.

DIVISION.	A 3.	E.	P.F.	Poor.	B.	Total, 1905.	Total, 1904.	Increase.
Clanwilliam ...	4	...	2	1	1	8	3	5
Namaqualand ...	3	1	1	1	1	7	3	4
Piquetberg ...	4	...	2	2	...	8	7	1
Tulbagh ...	1	...	...	...	1	2	2	...
Van Rhynsdorp ...	4	...	1	...	1	6	...	6
Walfish Bay ...	...	...	...	...	...	...	...	...
Schools Opened : Totals ...	16	1	6	4	4	31	15	16

(2) Schools Closed.

Clanwilliam ...	1	...	...	1	...	2	4	-2
Namaqualand ...	...	...	...	...	1	1	1	...
Piquetberg ...	1	...	...	...	...	1	4	-3
Tulbagh ...	...	...	...	...	...	...	1	-1
Van Rhynsdorp ...	...	...	...	...	...	...	...	...
Walfish Bay ...	...	...	...	...	...	...	...	...
Schools Closed : Totals...	2	...	...	1	1	4	10	-6
Result of Re-classification	2	...	-2	...	...	...	...	...
Net Increase ...	16	1	4	3	3	27	...	...

* These figures are for the period 1st July, 1903, to 30th June, 1904.

There has been a most gratifying increase of no less than 27 schools during the year. A glance at Table A will show that the increase has taken place most largely in the number of A 3 schools. These have mainly been erected among the farming population. A further gratifying fact is that the increase has been general in all the divisions comprised within this Circuit, with the exception of Walfish Bay, which is peculiarly situated. Clanwilliam and Namaqualand show an increase of 6 schools each, Piquetberg of 7, Tulbagh of 2, and in Van Rhynsdorp the number has risen with a bound from 4 to 10. This is very encouraging, and I would specially emphasise the importance of this increase in the divisions of Namaqualand and Van Rhynsdorp. At last the time has come to report progress in these parts. In my previous report I stated that there were some centres in these northern districts where schools could at once be opened "if only suitable teachers could be found for the work." I then pointed out that the circumstances were peculiar and called for men who are willing to undertake the work of teaching as a labour of love. Some men of this class have fortunately been forthcoming, and more seem ready to follow. These are mainly supplied by the missionary institutions carried on at Wellington and Worcester by the Dutch Reformed Church, and I would here gladly bear testimony to the zeal which has been displayed by members of this community throughout the country on behalf of their co-religionists in Namaqualand. Funds have been raised whereby the Rev. A. D. Lückhoff, junr., has been enabled to continue the work begun by the Rev. D. du Plessis Steyn, and the results have not been long in following. Schools have been started which promise to last, and several more will soon be opened. There seems to be a general awakening among the people. From all quarters appeals for help are being made, and greater eagerness is shown by parents to have the school brought within reach of their children. True, the education desired is as yet mostly very elementary. The benefits of education are not yet fully appreciated. This is, however, only the beginning, the day of small things. If properly encouraged and educated up to a full sense of their responsibilities, parents will be found to be ready to make greater sacrifices for the

education of their children than have hitherto seemed possible. To provide for a full supply of schools among the farming population a supply of suitable teachers is a first necessity. More serious and systematic efforts should be made with this object in view. What is needed is teachers from these districts for these districts. Attention has finally to be drawn to the fact that in all only 4 schools have been closed in this Circuit during the year.

III. *Enrolment and Attendance.*—The following tables, C and D, show the enrolment and attendance for the Third Quarter, 1905, as compared with the same period in 1904.

C.—ENROLMENT.

DIVISION.	White.		Increase.	Coloured.		Increase.	Total.		Increase.	Percentage Increase.	
	1905	1904		1905	1904		1905	1904		1905.	1904.
Clanwilliam ...	402	353	49	348	269	79	750	622	128	19.3	-2.1
Namaqualand ...	242	179	63	1292	1090	202	1534	1269	265	20.8	28.8
Piquetberg ...	1033	831	202	419	447	-28	1452	1278	174	13.6	17.1
Tulbagh ...	318	321	-3	565	536	29	883	857	26	3.0	18.4
Van Rhynsdorp ...	190	102	88	151	62	89	341	164	177	107.9	-15.0
Walfish Bay ...	...	...	...	82	87	-5	82	87	-5	-5.7	-5.9
Totals ...	2185	1786	399	2857	2491	366	5042	4277	765	...	...
Percentage Increase, 1905 Do. 1904	...	...	22.3	...	...	10.6	...	...	...	17.9	...
	...	...	16.3	...	...	15.5	...	...	...	...	15.8

D.—AVERAGE ATTENDANCE.

DIVISION.	Pupils enrolled.	Average Attendance.	Percentage, 1905.	Percentage, 1904.
Clanwilliam ...	750	686	91.4	85.6
Namaqualand ...	1534	1185	77.2	68.0
Piquetberg ...	1452	1324	91.2	86.8
Tulbagh ...	883	779	88.2	86.9
Van Rhynsdorp ...	341	302	88.5	79.6
Walfish Bay ...	82	68	82.9	60.3
Totals, 1905 ...	5042	4344	86.1	...
do. 1904 ...	4277	3604	...	79.7

The total enrolment for the Third Quarter of 1905 was 5,042, giving an increase of no less than 765, or 17.9 per cent., as compared with the corresponding period of the previous year. This is all the more remarkable, as for the previous year there had already been an increase of 590, or 15.8 per cent. The average attendance this year was 4,344, against 3,604 for 1904, showing an increase of 740, or 20.5 per cent. For

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the whole circuit the increase for White children on the roll is 399, or 22·3 per cent., and for Coloured children 366, or 10·6 per cent. The average attendance has likewise greatly improved, rising from 79·7 per cent. in 1904 to 86·1 per cent. in 1905. The largest increase in the schools for Whites is in Piquetberg, namely, 202, or 24·3 per cent. In Van Rhynsdorp the increase is numerically smaller, namely 88, but this denotes an increase of no less than 86·2 per cent. for the year, surely a record! In Namaqualand there has been an increase of 35·2 per cent., and in Clanwilliam of 12·8 per cent. In the Coloured schools the largest increase is shown in the divisions of Clanwilliam and Namaqualand, being respectively 25·6 and 18·5 per cent. Tulbagh is the only division which shows no appreciable change, mainly owing to the fact that this division has been so well provided with schools that there are hardly any children not within reach of a school. Considering the fact that this general improvement has come in the natural course of events, and is not owing to any abnormal conditions, the above figures bear eloquent testimony to the fact that there is a real awakening among the farming population in these districts, and that the benefits of education, be it as yet largely elementary, are coming to be more generally appreciated.

IV. *Inspection of Schools.*—During the year ending 30th September, 1905, I formally inspected 91 schools within this Circuit, and paid 64 informal visits.

V. *Pupils' Attainments at Inspection.*—Tables E and F give the classification of pupils after inspection and the standard of attainment in White and Coloured schools, comparisons being made with the results of the previous year.

E.—CLASSIFICATION OF PUPILS.

CLASS OF SCHOOL.	Number of Schools Inspected.	Pupils Enrolled.	Pupils Present.	Sub-Standard.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Pupil Teachers.	Unclassified.	Percentage above Standard IV.	
A 2	...	5	526	508	132	50	69	67	63	41	41	8	20	16	1	25·0
A 3	...	41	852	801	333	107	133	90	79	37	16	3	...	3	...	7·3
D	...	1	45	43	25	4	9	4	...	1	...	...	...	...	...	2·3
P.F.	...	6	47	45	16	5	9	3	4	8	...	...	...	...	...	17·8
Poor	...	14	390	371	143	65	66	33	39	19	5	1	...	...	...	6·7
B	...	24	2663	2304	1731	228	223	104	14	2	1	...	...	1	...	2
Totals, 1905	...	91	4523	4072	2380	459	509	301	199	108	63	12	20	20	1	...
Do. 1904	...	67	3523	3242	1777	409	402	285	164	101	44	23	22	14	1	...
Percentages, 1905	87·8	58·4	11·3	12·5	7·4	4·9	2·6	1·5	3	5	5	5·5
Do. 1904	91·7	54·8	12·6	12·0	8·7	5·0	3·1	1·3	7	6	4	6·2

F.—STANDARD OF ATTAINMENT IN WHITE AND COLOURED SCHOOLS.

PUPILS.	All Schools.		White Schools.		Coloured Schools.	
	Percentages.		Percentages.		Percentages.	
	1905.	1904.	1905.	1904.	1905.	1904.
In Standard I. and below	69·7	67·4	46·2	46·0	85·0	82·2
In Standard V. and above	5·5	6·2	11·5	15·3	0·2	...

It will be seen that the standard of attainment is still very low, only 5·5 per cent. of the pupils reaching Standard V. and upwards. The percentage of White pupils attaining this standard is 11·5, showing a decrease of 4 per cent. for the year. This is largely accounted for by the large number of new schools that have been opened, all the pupils in these being practically beginners.

VI. *Pupils' Progress.*—Of the 91 schools inspected in this Circuit during the year there are 66 in which the progress can be estimated by a comparison of the results obtained at two consecutive inspections. Table G gives the particulars for the different classes of schools.

G.—PROGRESS OF PUPILS AT INSPECTION.

CLASS OF SCHOOL.	Presented in Standards	Passed.	Percentage of Passes.	Present also at Preceding Inspection.	Placed in higher Standard.	Placed in same Standard.	Placed in lower Standard.	Percentage placed in higher Standard.	Percentage placed in higher Standard, 1904.	
A 2	...	345	271	78·3	297	246	51	...	82·8	82·5
A 3	...	492	392	79·6	315	246	69	...	78·0	67·3
D	...	18	14	77·7	...	...	...	...	...	...
P.F.	...	32	25	78·1	21	18	3	...	85·7	68·4
Poor	...	244	173	70·9	171	120	51	...	70·2	65·0
B	...	686	401	58·2	576	297	275	4	51·5	54·9
Totals	...	1817	1276	70·2	1380	927	449	4	67·2	64·6

The percentage of pupils presented in Standards who were also present at the previous inspection shows a slight improvement, being 75·9, while in 1904 it was 74·2. Of Whites 78·3 per cent. were placed in higher Standards at inspection, of Coloured pupils only 53·3 per cent.

VII. *Subjects of Instruction.*—Generally speaking, *History* and *Geography* are the two worst taught subjects in the curriculum. Pupils rarely show an intelligent grasp of these subjects. *Reading* is slowly improving, but more should be done to cultivate the habit of reading either for information or pleasure. *Class-singing* should receive more attention. Of the village schools Porterville and Piquetberg easily lead in this subject. It seems unaccountable that this subject has practically been totally neglected in a school offering such facilities and advantages as the Tulbagh Public School offers.

VIII. *Teachers.*—As shown in the following table, H, there has been an increase during the year of from 42·3 to 46·1 in the percentage of certificated teachers. Taking only the schools for White children which were inspected during the year we find that out of 81 teachers 55, or 67·9 per cent., are certificated. In Clanwilliam the percentage of male teachers has largely fallen, while in Namaqualand it has been more than doubled.

H.—QUALIFICATIONS.

(This Table includes only Teachers in Schools Inspected.)

DIVISION.	Certificated.						Uncertificated.	Percentage Certificated.	
	P. C.	O.E.G.	T2.	T3.	Total.	1905.		1904.	
Clanwilliam	...	2	...	2	13	17	14	54·8	50·0
Namaqualand	1	...	8	9	25	26·4	20·0
Piquetberg	2	22	24	18	57·1	40·6
Tulbagh	1	11	12	15	33·3	42·3
Van Rhynsdorp	1	3	4	3	57·1	85·7
Walfish Bay
Totals	...	2	1	6	57	66	75	46·1	42·3

I.—SEX.
(Based on Quarterly Statistics.)

DIVISION.	Male.	Female.	Total.	Percentage of Male Teachers.	
				1905.	1904.
Clanwilliam ...	4	29	33	12.1	19.2
Namaqualand...	15	22	37	40.5	18.7
Piquetberg ...	16	38	54	29.6	33.3
Tulbagh ...	8	22	30	26.6	25.9
Van Rhynsdorp ...	9	4	13	69.2	66.6
Walfish Bay ...	2	1	3	66.6	...
Totals ...	54	116	170	31.8	26.9

IX. *Libraries.*—In the number of schools possessing Libraries no improvement can be reported.

J.—SCHOOLS POSSESSING LIBRARIES.

	A 2.	A 3.	Other Schools.	Total.	
				1905.	1904.
Number of Schools in Circuit ...	5	47	61	113	86
Number possessing Libraries ...	5	3	4	12	13

X. *School Buildings and Furniture.*—At last steps have been taken to supply new premises for the Tulbagh Public School. These were nearing completion at the end of the year under review. Porterville A 2 still needs improved accommodation, and an efficient school building for Clanwilliam is an urgent necessity. In several cases Private Farm schools have been provided with more suitable accommodation. The following table gives a fair classification of the school buildings in the Circuit.

SCHOOL BUILDINGS.

CLASS OF SCHOOL.				Satisfactory.	Fair.	Unsatisfactory.
A 2	...	...	...	2	...	3
A 3	...	...	...	17	10	20
P.F.	...	...	...	6	2	3
Poor	...	...	...	5	6	6
B	...	...	...	18	6	6
Totals	...	...	...	48	24	38

I have the honour to be,
Sir,

Your obedient Servant,

Gordon's Bay,
15th January, 1906.

J. H. HOFMEYR.

12.—INSPECTOR LOGIE'S REPORT.

[CIRCUIT.—GLEN GREY, QUEENSTOWN, AND TARKA.]

SIR,—I have the honour to submit my report for the year ending 30th September, 1905.

I. *Administration.*—The schools of Queenstown were inspected during the First and early part of the Second Quarter. The schools of Tarka were inspected during the Second Quarter; and those of Glen Grey were inspected during the latter part of the Second Quarter and during the Third. In nearly all cases a year elapsed between the inspection of 1904 and that of 1905. The First and Second Class schools are now inspected as late as possible in the Fourth Quarter so as to inconvenience the teachers as little as possible in the organisation of their schools. Informal visits were made in Queenstown during the first few weeks of the First and Third Quarters, and to the schools of Glen Grey during the Fourth Quarter. The country schools in Tarka were not visited, as it was considered more profitable to spend the time chiefly among the Mission schools of Glen Grey and Queenstown.

II. *Supply of Schools.*—At the end of the Third Quarter of 1905 the number of schools in operation was 122, an increase of 6 as compared with 1904. Each of the three divisions shows an increase, Glen Grey of 1, Queenstown of 3, and Tarka of 2.

A.—NUMBER OF SCHOOLS.

DIVISION.	A 1.	A 2.	A 3.	P.F.	Poor.	B.	C.	Total, 1905.	Total, 1904.	Increase.
Glen Grey ...	...	...	1	3	...	50	...	54	53	1
Queenstown ...	2	1	8	9	2	26	1	49	46	3
Tarka ...	2	...	5	7	1	4	...	19	17	2
Totals, 1905	4	1	14	19	3	80	1	122	...	...
Do., 1904	4	1	14	15	2	79	1	...	116	...
Increase ...	...	...	...	4	1	1	...	...	...	6

B.—SCHOOLS OPENED AND CLOSED.

(1) *Schools Opened.*

DIVISION.	A 3.	P.F.	Poor.	B.	Total, 1905.	Total, 1904.	Increase.
Glen Grey ...	...	2	...	2	4	3	1
Queenstown ...	1	3	1	1	6	4	2
Tarka ...	2	2	...	1	5	6	-1
Schools opened: Totals ...	3	7	1	4	15	13	2

(2) *Schools Closed.*

Glen Grey ...	...	1	...	2	3	1	2
Queenstown ...	1	2	...	...	3	4	-1
Tarka ...	...	2	...	1	3	4	-1
Schools Closed: Totals ...	1	5	...	3	9	9	...
Result of Reclassification...	-2	2	...	...	...	...	...
Net Increase ...	...	4	1	1	6	...	...

* These figures are for the period 1st July, 1903, to 30th June, 1904.

III. *Enrolment and Attendance.*—The total enrolment for the Third Quarter of 1905 was 6,167, a decrease of 258 as compared with the corresponding Quarter of 1904. Each of the three divisions contributed to this decrease; while there is an increase in European children in Glen Grey and Tarka there is a decrease in Queenstown. In all three divisions there is a decrease in Coloured children. These decreases are accounted for by the drought which was felt so severely during the period 1904-5. Owing to the failure of the crops, the low price of stock, and the scarcity of money, children who would otherwise have been at school were sent to work. In the case of the natives many were forced by poverty to remove from these divisions. In other cases children were withdrawn from school to act as herds and in other capacities to supply the places of the adults who went to work in other regions. The average attendance has increased from 79.5 per cent. in 1904 to 79.7 per cent. in 1905. There has been a very decided percentage increase in Glen Grey from 73.3 in 1904 to 78.4 in 1905. Tarka also shows a slight percentage increase from 85.6 to 86.4, but Queenstown shows a decrease from 83.7 to 79.5. Fluctuations in the average attendance depend to no small extent upon the temperature and the rainfall.

C.—ENROLMENT.

DIVISION.	White.		Increase.	Coloured.		Increase.	Total.		Increase.	Percentage Increase.	
	1905	1904		1905.	1904.		1905.	1904.		1905.	1904.
Glen Grey ...	82	80	2	2590	2705	-115	2672	2785	-113	-4.2	-0.8
Queenstown ...	851	901	-50	1957	2082	-125	2860	2983	-123	-4.2	10.7
Tarka ...	371	358	13	264	299	-35	635	657	-22	-3.4	3.4
Totals ...	1304	1339	-35	4811	5086	-275	6167	6425	-258	...	...
Percentage Increase, 1905	...	...	-2.6	...	...	-5.7	...	...	...	-4.1	...
Do., 1904	...	...	-6.7	...	...	8.4	...	...	...	...	4.7

D.—AVERAGE ATTENDANCE.

DIVISION.	Pupils Enrolled.	Average Attendance.	Percentage, 1905.	Percentage, 1904.
Glen Grey	2672	78.4	73.3
Queenstown	2860	79.5	83.7
Tarka	635	86.4	85.6
Totals, 1905	6167	79.7	...
Do., 1904	6425	...	79.5

IV. *Schools Inspected.*—During the year 124 schools were inspected. Three schools were inspected twice. One hundred and twenty-five informal visits were made to schools.

V. *Pupils' Attainments at Inspection.*—Table E gives for the different classes of schools: (1) The number of pupils and pupil-teachers enrolled at the time of the annual inspection; (2) the number present at the inspection; (3) the classification of pupils made at the inspection in the different classes of schools; (4) the percentage above Standard IV. for the different classes of schools; (5) the percentage in each Standard. It will be seen by comparing this table with that of 1904 that the percentage above Standard IV. in First, Second and Third Class schools, and in Mission and C schools has increased; in Poor schools the percentage has remained as before because no Standard higher than IV. is taught in these schools; in Private Farm schools there is a decrease in the percentage above Standard IV. as compared with 1904. The percentage above Standard IV. for all schools is 6.6 in 1905 as compared with 6.0 in 1904.

E.—CLASSIFICATION OF PUPILS.

CLASS OF SCHOOL.	No. of Schools Inspected.	Pupils Enrolled.	Pupils Present.	Sub-Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Pupil Teachers.	Percentage above Standard IV.
A 1 ...	4	499	482	79	34	36	55	77	71	45	50	31	4	41.7
A 2 ...	1	185	177	41	24	16	24	28	14	19	6	3	2	24.8
A 3 ...	14	375	359	96	68	62	51	50	16	8	5	...	...	8.2
P.F. ...	20	139	134	38	18	24	20	15	15	2	2	...	...	14.1
Poor ...	2	121	115	76	12	15	8	4	...	...	...	...	...	0.0
B ...	82	5108	4742	2689	675	608	340	339	81	10	...	...	...	1.9
C ...	1	61	61	...	...	15	8	20	17	1	...	...	...	29.5
Totals, 1905 ...	124	6488	6070	3019	831	776	506	533	214	85	63	34	6	6.6
Do., 1904 ...	116	6242	5699	2834	774	713	490	442	195	97	32	12	10	6.0
Percentages, 1905 ...	...	...	93.5	49.7	13.6	12.7	8.3	8.7	3.5	1.4	1.0	.5	.09	...
Do., 1904 ...	...	...	91.1	49.7	13.5	12.5	10.3	7.7	3.4	1.3	.5	.2	.1	...

Table F gives: (1) the percentage of pupils in Standard I. and below for all schools in 1904 and 1905; (2) the percentage of pupils in Standard V. and above for all schools; (3) percentages for White schools; and (4) percentages for Coloured schools. It is very satisfactory to find that in all these classifications the percentage in Standard V. and above is greater in 1905 than in 1904.

F.—STANDARD OF ATTAINMENT IN WHITE AND COLOURED SCHOOLS.

PUPILS.	All Schools.		White Schools.		Coloured Schools.	
	Percentages.		Percentages.		Percentages.	
	1905.	1904.	1905.	1904.	1905.	1904.
In Standard I. and below ...	63.4	57.8	36.8	27.7	70.8	70.6
In Standard V. and above ...	6.6	6.0	22.2	19.8	2.2	1.6

VI. *Pupils' Progress.*—Table G gives for the different classes of schools: (1) The numbers presented for inspection in Standards; (2) the number who passed; (3) the percentage of passes; (4) the number of pupils present at the inspection who were also present at the previous inspection; (5) the number of those placed in a higher Standard; (6) the number placed in the same Standard; (7) the number placed in a lower Standard; (8) the percentage placed in a higher Standard as compared with the percentage in 1904.

G.—PROGRESS OF PUPILS AT INSPECTION.

CLASS OF SCHOOL.	Presented in Standards.	Passed.	Percentage of Passes.	Present also at preceding Inspection.	Placed in higher Standard.	Placed in same Standard.	Placed in lower Standard.	Percentage placed in higher Standard.	Percentage placed in higher Standard, 1904.
A 1 ...	369	346	93.7	284	269	15	...	94.7	93.8
A 2 ...	132	119	90.1	111	102	9	...	91.8	93.3
A 3 ...	262	233	88.9	194	176	18	...	91.7	83.4
P.F. ...	100	72	72.0	60	42	18	...	70.0	88.5
Poor ...	46	36	78.2	30	22	8	...	73.3	82.1
B ...	2407	1456	60.4	1893	1127	757	9	59.5	65.6
C ...	61	33	54.0	37	19	18	...	51.3	71.2
Totals ...	3377	2295	67.9	2609	1757	843	9	67.3	72.5

VII. *Subjects of Instruction.*—In the First Class schools a decided improvement has taken place in the teaching of *English Composition*, but the Mission schools, many of the A 3 schools, and most of the Private Farm schools still show very unsatisfactory work in this subject. The teaching of *Oral Composition* from Standard I. would lead to decided improvement all through the Standards, and this system of teaching the subject should be carried out by all teachers. *Arithmetic* is generally better taught in the upper Standards than in the lower. In the lower Standards many teachers devote insufficient time to *Mental Arithmetic*. Incompetence in teaching *History* and *Geography* is very frequent except in First and Second Class schools.

VIII. *Teachers.*—A slight increase is shown in the percentage of certificated teachers in Glen Grey and Tarka as compared with 1904, but the percentage of certificated teachers in Queenstown shows a decrease. The supply of certificated teachers for Mission schools and for A 3 and Private Farm schools is far below the demand. It is only for special reasons that a certificated teacher will accept an engagement as an assistant in a Mission school, for she knows that she can readily find a position as principal at a better salary. The Denominational Training schools for native teachers are quite unable at present to provide a sufficient supply of trained teachers. The Town Council of Queenstown has generously granted a site for a Training School for native teachers, the erection of which would go far to supplement the number of certificated teachers available for this Circuit. Table I shows the number of male and the number of female teachers, and the percentage of male teachers in 1904 and in 1905. There has been a slight increase in the percentage of male teachers in Glen Grey and Queenstown, but a large decrease in Tarka.

H.—QUALIFICATIONS.

(This Table includes only Teachers in Schools Inspected.)

DIVISION.	Certificated.					Uncertificated.	Percentage Certificated.	
	P.C.	T 1.	T 2.	T 3.	Total.		1905.	1904.
Glen Grey ...	...	...	...	22	22	63	25·8	23·2
Queenstown ...	3	1	4	50	58	44	56·8	58·2
Tarka ...	2	...	1	16	19	15	55·8	50·0
Totals ...	5	1	5	88	99	122	44·7	39·9

I.—SEX.

(Based on Quarterly Statistics.)

DIVISION.	Male.	Female.	Total.	Percentage of Male Teachers.	
				1905.	1904.
Glen Grey ...	39	45	84	46·4	45·8
Queenstown ...	39	60	99	39·3	37·5
Tarka ...	6	27	33	18·1	30·0
Totals ...	84	132	216	38·8	39·9

IX. *Libraries.*—No new libraries have been opened during the year.

J.—SCHOOLS POSSESSING LIBRARIES.

	A 1.	A 2.	A 3.	Other Schools.	Total.	
					1905.	1904.
Number of Schools in Circuit	4	1	14	103	122	116
Number possessing Libraries	4	1	4	...	9	9

X. *Buildings and Furniture.*—Owing to drought and the scarcity of money not much progress has been made in school buildings during the year. A new chemical laboratory and a students' experimenting room have been added to the Queenstown Boys' School. Three additional rooms have been added to the Sterkstroom A 2 school. A new building has been built for St. Andrew's English Church Mission School, Queenstown, which is now the best Mission school building in the Circuit. New school buildings have also been erected during the year at Zulumema, Mtwakazi, Mbinzana and Kleinbooi's. Buildings have been begun at other places, but their completion has been delayed by want of money. The equipment of Mission schools is generally much inferior to the buildings provided. Desk accommodation is generally very inadequate. Blackboards are frequently in a state unfit for use. Tables and chairs for the teachers should be in every school.

General.—An outstanding difficulty in the Circuit is the delay in the payment of the Local Contribution to the salaries of the teachers by the Glen Grey Council. This payment, it is reported to me, is always overdue, from three to eighteen months and the delay leads to very great difficulty in the management of the schools, as teachers leave for other districts.

I have the honour to be,
Sir,

Your obedient Servant,

THOMAS LOGIE.

Cape Town,
12th January, 1906.

13.—INSPECTOR McLAREN'S REPORT.

[CIRCUIT.—BUTTERWORTH, NQAMAKWE AND TSOMO.]

SIR,—I have the honour to present the following report on the progress of education in my Circuit during the year ending the 30th of September, 1905. The Circuit was the same in extent as in the preceding year, embracing the three Magistracies of Butterworth, Nqamakwe and Tsomo, which are collectively known as Fingoland. Each of these Magistracies enjoys the privileges of local self-government under the Glen Grey Act.

I. *Administration.*—The following is an outline of work done during the year. The Fourth Quarter of 1904 was devoted chiefly to the inspection of schools in the Butterworth district, but during the first two weeks of that quarter I was engaged assisting Inspector Hagen in the inspection of the Training schools at Clarkebury and All Saints', while another week was spent in inspecting the Emgwali Training and Practising schools in Inspector Young's Circuit. The first six months of 1905 were given chiefly to the inspection of schools in the Nqamakwe district, but several weeks in the beginning of the year, and several days at other times, were spent in making informal visits to schools. Three days during the year were spent in attending meetings of the District Councils for the three divisions of my Circuit, with the view of informing them in regard to the progress of education and interesting them in the subject. A good deal of time was spent in urging managers to improve either the status of their schools or the school buildings. During the Third Quarter of the year I was on furlough, and the work of the Circuit was then undertaken by Acting Inspector Robinson.

II. *Supply of Schools.*—The number of schools in operation in the Third Quarter of 1905 was 123, as compared with 121 in the corresponding quarter of 1904, and 119 in the Second Quarter of 1904, the last quarter referred to in my last report. There was thus an increase for the year of 2 schools, but an increase of 4 schools in the period of fifteen months which covers the interval between the two reports. The increase since the end of the Third Quarter of 1904 consists of 2 C schools. Details are shown in the following table.

A.—NUMBER OF SCHOOLS.

MAGISTRACY.	A 1.	A 3.	P.F.	C 1.	C.	Total, 1905.	Total, 1904.	Increase.
Butterworth	1	...	3	...	26	30	28	2
Nqamakwe ... ..	...	1	3	1	54	59	57	2
Tsomo ... ..	...	...	2	...	32	34	36	-2
Totals, 1905	1	1	8	1	112	123	...	...
Do., 1904	1	1	8	1	110	...	121	...
Increase ... ..	...	...	...	...	2	...	...	2

The following table, relating to schools opened and closed during the year, shows that 2 Private Farm schools were opened during the year, 1 in Butterworth and 1 in Nqamakwe, and that 2 were closed, 1 in Nqamakwe and 1 in Tsomo; and that 3 Aborigines' schools were opened, 1 in Butterworth and 2 in Nqamakwe, while 1 school of this class was closed in Tsomo.

B.—SCHOOLS OPENED AND CLOSED.

(1) Schools Opened.

MAGISTRACY.	P.F.	C.	Total, 1905.	Total, 1904.	Increase.
Butterworth	1	1	2	2	...
Nqamakwe	1	2	3	1	2
Tsomo ... ..	...	...	...	2	-2
Schools Opened: Totals	2	3	5	*5	...

(2) Schools Closed.

Butterworth ... ..	...	...	...	...	...
Nqamakwe	1	...	1	2	-1
Tsomo	1	1	2	1	1
Schools Closed: Totals	2	1	3	3	...
Net Increase	...	2	2	...	...

* These figures are for the period 1st July, 1903, to 30th June, 1904.

On the whole the Circuit is well supplied with schools, though there is still room for a very few more C schools and for one or two additional Private Farm schools.

III. *Enrolment and Attendance.*—The average number of pupils enrolled during the Third Quarter of 1904 was 10,125, which was an increase of nearly 900 on the number enrolled during the *Second* Quarter of the same year—the quarter dealt with under this head in last report. The average number enrolled during the Third Quarter of 1905 was 9,596, a decrease of 529 compared with the corresponding quarter of 1904, but an increase of 342 compared with the last quarter referred to in my last report. That there is a decrease on the twelvemonth is to be explained by the almost complete failure of crops in 1904, which led to the temporary migration of numerous native families to other parts of the country in search of food. The decrease is greatest in the districts of Butterworth and Nqamakwe, which suffered more severely from the drought than Tsomo. The number of White children enrolled is almost exactly the same as last year, a loss of 6 in Butterworth being almost compensated by a gain of 5 in Nqamakwe. The following table gives the numbers of White and of Coloured pupils enrolled for each year, and the decrease in numbers and percentage for the current year as compared with last.

C.—ENROLMENT.

MAGISTRACY	White.		Increase.	Coloured.		Increase.	Total.		Increase.	Percentage Increase.	
	1905.	1904.		1905.	1904.		1905.	1904.		1905.	1904.
Butterworth...	143	149	-6	2223	2417	-194	2366	2566	-200	-7.8	6.7
Nqamakwe ...	37	32	5	4606	4874	-268	4643	4906	-263	-5.4	3.8
Tsomo ...	27	27	...	2560	2626	-66	2587	2653	-66	-2.5	4.0
Totals ...	207	208	-1	9383	9917	-528	9596	10125	-529	...	...
Percentage Increase, 1905	...	...	-0.5	...	...	-5.3	...	...	...	-5.2	...
Do., 1904	...	...	1.1	...	...	4.6	...	...	...	...	4.5

The next table shows the average attendance of pupils in each district and in the Circuit as a whole, and the percentage which the attendance formed of the number enrolled. The corresponding figures are given also for last year so far as they refer to the whole Circuit.

D.—AVERAGE ATTENDANCE.

MAGISTRACY.	Pupils Enrolled.	Average Attendance.	Percentage, 1905.	Percentage, 1904.
Butterworth ...	2366	1871	79.1	79.9
Nqamakwe ...	4643	3601	77.6	80.0
Tsomo ...	2587	2191	84.7	84.3
Totals, 1905 ...	9596	7663	79.9	...
Do. 1904 ...	10125	8209	...	81.1

The table shows that the number in average attendance decreased from 8,209 in the Third Quarter of 1904 to 7,663 in the Third Quarter of 1905. At the same time the percentage of attendance to enrolment fell from 81.1 to 79.9. The falling off in the rate of attendance occurred chiefly in the Nqamakwe district, and is no doubt largely due to the cause already mentioned. The exceptionally high attendance in the Tsomo district is chiefly due to the fact that the Third Quarter of the year is the inspection quarter for that district. While the number and the percentage of attendance thus compare unfavourably with the corresponding figures for the Third Quarter of 1904, they compare quite favourably with those for the Second Quarter of 1904, the quarter dealt with in my last report, when the average attendance was 7,024, and the percentage of attendance to enrolment was 76.1.

IV. *Schools Inspected.*—The number of schools inspected in my Circuit during the year was 120. Of these 34 were inspected by Acting Inspector Robinson and 86 by myself. In the inspection of the Butterworth High School I had the assistance of Inspectors Bartmann and Young, and in the inspection of the Blythwood Training School I had the assistance of Inspector Bond. In addition to the formal inspections, informal visits were paid to 80 schools, two of which were paid by Mr. Robinson, and the remainder by myself. At these informal visits teachers were in few cases found absent from duty, and defects in registration were less common than in former years. In many schools, however, the attendance at the beginning of a quarter was not so good as it ought to have been. At the formal inspections the number of pupils enrolled at the time of the inspection of their schools was 9,795, and of these 9,246, or 94.4 per cent., were actually present at inspection. In the report for the preceding year the number enrolled was 9,442, and the number present 8,655, or 91.6 per cent. There was thus an increase of 591 in the number of pupils inspected over the preceding year.

V. *Pupils' Attainments at Inspection.*—The following table shows for each of the classes of schools the number of schools inspected, the number of pupils enrolled and presented for inspection, and the classification of these in Standards after inspection. It also shows the totals and percentages for all schools and the corresponding totals and percentages for 1904.

E.—CLASSIFICATION OF PUPILS.

CLASS OF SCHOOL.	Number of Schools Inspected.	Pupils Enrolled.	Pupils Present.	Sub-Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Pupil Teachers.	Unclassified.	Percentage above Standard IV.
A 1	1	125	113	14	7	6	21	10	15	...	...	38	2	...	48.7
A 3	1	20	20	8	4	1	3	3	1	...	...	...	...	...	5.0
P.F.	6	46	46	15	7	9	6	3	3	...	3	...	...	...	13.0
C 1	1	92	91	...	...	...	...	...	...	...	...	...	91	...	100.0
C	111	9512	8976	4045	1325	1292	974	831	423	77	...	...	7	2	5.5
Totals, 1905	120	9795	9246	4082	1343	1308	1004	847	442	77	3	38	100	2	...
Do., 1904	119	9442	8655	3812	1276	1205	1023	782	248	123	3	50	133	...	...
Percentages, 1905 ... ..	...	...	...	44.2	14.5	14.1	10.9	9.2	4.8	0.8	0.03	0.4	1.1	...	7.1
Do., 1904 ... ..	...	...	...	44.0	14.7	13.9	11.8	9.0	2.9	1.4	0.03	0.6	1.5	...	6.4

In most cases the percentages for the two years show a striking similarity, but while the percentage of passes in Standard V. shows a large increase, the percentage of pupil-teachers and of passes in Standard VI. shows a considerable decrease.

The next table shows the standard of attainment in the schools for White pupils and for Coloured pupils respectively. In regard to White schools it indicates a smaller percentage of pupils in both the infant and higher divisions of the schools, and consequently a much larger proportion in the middle standards. In the case of Coloured schools it indicates a smaller proportion in the infant department and a larger proportion in the upper department of the schools. This corresponds to the large increase in the percentage of passes in Standard V. noted above.

F.—STANDARD OF ATTAINMENT IN WHITE AND COLOURED SCHOOLS.

PUPILS.	All Schools.		White Schools.		Coloured Schools (omitting C 1.).	
	Percentages.		Percentages.		Percentages.	
	1905.	1904.	1905.	1904.	1905.	1904.
In Standard I. and below	58.7	58.8	19.0	20.8	58.8	60.4
In Standard V. and above	7.1	6.4	34.6	44.5	5.7	4.4

VI. Pupils' Progress.—Of the 9,246 pupils present at inspection, 5,397 were presented for examination in the Standards, the remainder (besides two unclassified pupils) being either pupil-teachers or pupils presented in the Sub-Standards. Of the 5,397 presented, 3,554, or 65.8 per cent. passed. In the preceding year the number presented in the Standards was 5,174, and the number that passed was 3,137, a percentage of 60.6. Details as to the passes in different classes of schools are given on the left-hand side of Table G below.

The same table indicates the progress made by pupils who were present at inspection both in 1904 and 1905. Data are available for comparison in 115 schools out of 120 inspected, the remainder being new schools, a Training school, and schools in which the records of the preceding inspection were lost. In these 115 schools, 8,996 pupils were present, but only 6,057 of these had been present at the previous inspection, and of these again only 4,393 were presented in the Standards. It is only in respect of these last that comparison can be made. Of the 4,393 pupils presented in the Standards who had also been present at the previous inspection, 2,866, or 65.2 per cent. passed a higher Standard than last year, 1,507, or 34.4 per cent. passed the same Standard, and 20, or 0.5 per cent., a lower Standard. As the percentage of pupils who passed a higher Standard in the previous year was only 57.3, a very considerable improvement in the rate of progress is apparent. The percentage of passes in a higher Standard in the Butterworth district was 62.2 per cent., in the Nqamakwe district 65.3 per cent., and in the Tsomo district 68.0 per cent. The following Table G shows the details in regard to success and progress for the different classes of schools.

G.—PROGRESS OF PUPILS AT INSPECTION.

CLASS OF SCHOOL.	Presented in Standards.	Passed.	Percentage of Passes.	Present also at preceding Inspection.	Placed in higher Standard.	Placed in same Standard.	Placed in lower Standard.	Percentage placed in higher Standard.	Percentage placed in higher Standard, 1904.
A 1	99	66	66.7	74.7	50	24	...	67.6	58.1
A 3	15	10	66.7	60.0	6	3	...	66.7	100.0
P.F.	32	27	84.4	96.7	24	5	...	82.7	83.3
C	5251	3451	65.7	82.4	2786	1475	20	65.1	57.1
Totals	5397	3554	65.8	82.3	2866	1507	20	65.2	57.3

Here distinct improvement is apparent in the A 1 school, and in the C schools; the P.F. schools occupy practically the same position as in 1904, while the single A 3 school has receded considerably from the exceptionally high rate of progress indicated in that year.

VII. Subjects of Instruction.—With the view of securing freshness I have asked Mr. Robinson to write this paragraph. He reports as follows:—“In Reading and Recitation the prominent failings are those of enunciation, phrasing and want of due regard to stops. The endings of words are clipped, and syllables are slurred. Improper phrasing and disregard of stops are due to a lack of knowledge of the meanings of words. These defects are very evident in the Native schools, and are a source of much trouble in the Native Training schools, which are recruited from the district schools. Not only have the pupils a poor knowledge of English, but the teachers also are defective in this particular, and they would do well to possess themselves of a good English dictionary and use it frequently. In the Sub-Standards the pupils should be taught the equivalent English of the Kafir words they read and vice versa, so that in quite an early stage they would obtain a good vocabulary. Writing is generally taught by means of copy-books, over which there is very frequently no proper supervision, so that mistakes in writing and spelling are constantly repeated. Spelling is generally good when the tests are taken from the reading-books, but in the Composition exercises and examination papers words are often mis-spelt. Composition is a very weak subject in the Native schools. More attention should be paid to this important subject. Written Arithmetic is fairly well done, but in oral examination the pupils hopelessly fail. Oral instruction should be more regularly given, and would tend to produce a more intelligent knowledge. In Grammar, parsing and analysis are done in a very mechanical fashion, which evidences a defective grasp of the subject. Geographical names and definitions are learnt by heart, and are but

little understood, and in *History* summaries only are committed to memory. As a result, little interest is taken by the pupils in these two branches of education. In *Drill* the same exercises are repeated day after day, and the same mistakes pass uncorrected, so that little good results from what should be an instructive training."

VIII. *Teachers*.—The number of teachers employed at the time of the annual inspection of their schools was 297, as compared with 283 employed in the previous year. Of the 297, 92, or 31 per cent., were certificated. The number certificated in the preceding year was the same, but the percentage was higher, 32·5 per cent. While Butterworth had distinctly improved its position in regard to the qualifications of the teachers, the districts of Nqamakwe and Tsomo had both receded. Managers appear in most cases to be fully sensible of the importance of appointing properly qualified teachers, but the supply of such teachers at present falls far short of the demand. The following table gives details of the certificates held by the teachers of each district, and shows the percentage of certificated teachers in each district, and in the whole Circuit for this year and last.

H.—QUALIFICATIONS.

(This Table includes only Teachers in Schools Inspected.)

MAGISTRACY.	Certificated.					Uncertificated.	Percentage Certificated.	
	P.C.	T 2.	T 3.	Miscellaneous.	Total.		1905.	1904.
Butterworth	2	1	22	...	25	46	35·21	32·84
Nqamakwe	4	1	37	2	44	100	30·56	32·86
Tsomo	1	...	22	...	23	59	28·05	31·58
Totals	7	2	81	2	92	205	30·98	32·51

As regards sex, the Quarterly returns for the Third Quarter of 1905 show that in that Quarter there were 130 male and 175 female teachers employed, the percentage of males being 42·62. The percentage of males in the preceding year was almost exactly the same, namely, 42·46. Details show that this uniformity is only apparent, for while the percentage of male teachers has considerably increased in Butterworth and Nqamakwe, it has greatly decreased in Tsomo. There is some reason to doubt the accuracy of the figures for Tsomo in 1904, however. The following table gives the details for each district.

I.—SEX.

(Based on Quarterly Statistics.)

MAGISTRACY.	Male.	Female.	Total.	Percentage of Male Teachers.	
				1905.	1904.
Butterworth	32	43	75	42·67	38·24
Nqamakwe	64	85	149	42·95	41·30
Tsomo	34	47	81	41·98	48·10
Totals	130	175	305	42·62	42·46

The number of pupil-teachers under training at the time of inspection was 101, of whom 100 were present. These figures show a heavy falling off when compared with those for the preceding year, when 133 were present at inspection. The falling off is to be explained chiefly by the circumstances of the people in the season of drought which prevailed in the period under review, partly perhaps by

discouragement at the small percentage of passes obtained in the annual examination for pupil-teachers. In my opinion the falling off in numbers is compensated in a large degree by an improvement in the quality of the candidates. The distribution of the pupil-teachers under instruction is shown in the following table.

SCHOOL.	First Year.	Second Year.	Third Year.	Total.
Butterworth High, A 1 ...	...	1	1	2
Blythwood Training, C 1	59	22	10	91
Butterworth Girls', C ...	7	...	...	7
Totals	66	23	11	100

All the pupil-teachers were natives with the exception of two presented at the Butterworth High School.

IX. *Libraries*.—In regard to libraries there is still no improvement to show. The Butterworth High School has a good library. There is no library as yet at the Nqamakwe A 3 school. The Blythwood Training School has no library of its own though there is a very good public library connected with the Blythwood Institution. One C school owns a library. The facts are summarised in the following table.

J.—SCHOOLS POSSESSING LIBRARIES.

	A 1.	A 3.	Other Schools.	Total.	
				1905.	1904.
Number of Schools in Circuit	1	1	121	123	121
Number possessing Libraries	1	...	1	2	2

X.—*Buildings and Furniture*.—Little has been done in the way of building during the year under notice. A good new schoolroom, substantially built of stone, has been opened at Dingiswayo's in Nqamakwe district, and good new schoolrooms have also been opened at Kotana and at Nondo's in the same district. The accommodation for the Blythwood Practising School has been improved by the addition of a building containing one large and two small classrooms. Several of the schools under the management of the Rev. T. R. Curnick in the Butterworth district have been improved by being ceiled. In my last report I referred in detail to the character of the buildings in the Tsomo district, classifying them under the headings "satisfactory," "fair," "unsatisfactory," and "condemned." In this report I have endeavoured to do the same for the schools in the Butterworth district as they were at the time of my last visit, or that of Mr. Robinson.

CONDITION OF SCHOOL BUILDINGS IN THE DISTRICT OF BUTTERWORTH.

SCHOOLS.	CLASS.	REMARKS.
A 1 SCHOOL Butterworth High	Unsatisfactory	Classrooms too far apart and badly arranged.
P.F. SCHOOLS. Cunningham ..	Unsatisfactory	Too small, and inconveniently situated.
The Springs ..	Satisfactory ..	A substantial iron building, lined, floored and ceiled.
Ntlambe ..	Unsatisfactory	Too small, and too hot.

CONDITION OF SCHOOL BUILDINGS IN THE DISTRICT OF BUTTERWORTH—
continued.

SCHOOLS.	CLASS.	REMARKS.
C. SCHOOLS.		
Manqulo (Combined)	Unsatisfactory	A large iron building, unlined and unceiled; much too hot.
Izagwityi (Eng.Ch.)	Condemned ..	Much too small; badly lighted; not owned by the School Committee.
Entlambe (Pres.) ..	Unsatisfactory	Too small; unceiled.
U.F.C. SCHOOLS.		
Ceru Bawa ..	Satisfactory ..	Substantial iron building; floored, ceiled and lined; well lighted.
Cunningham ..	Satisfactory ..	Substantial brick building; floored and ceiled.
Diya ..	Satisfactory ..	Iron building, lined with wood, ceiled with grass; well lighted.
Mqambeli's ..	Unsatisfactory	Sod walls; unceiled; badly lighted.
Ndabakazi ..	Satisfactory ..	Substantial iron building; floored, ceiled and lined; well lighted.
Nqutu ..	Unsatisfactory	Unceiled and in bad repair.
Qeqe ..	Unsatisfactory	Badly built and in bad repair; unceiled and badly lighted.
The Springs ..	Unsatisfactory	Unceiled and badly lighted.
WES. SCHOOLS.		
Bulube's ..	Fair ..	Rather small; insufficiently lighted.
Butterworth ..	Unsatisfactory	Badly arranged; badly lighted; in bad repair.
„ Boys' Indust.	Unsatisfactory	Workshop too small, badly arranged, and badly lighted.
„ Girls'	Fair ..	Large, but low, and not well lighted.
Ceguwana ..	Unsatisfactory	Much too small; badly lighted; out of repair.
Dlepu's ..	Condemned.	An iron shell, unlined and unceiled; intolerably hot.
Kobodi ..	Unsatisfactory	Large, but low; badly lighted.
Mgagasi ..	Satisfactory ..	A substantial brick building; floored and ceiled.
Mgomanzi ..	Unsatisfactory	Unceiled; dingy; windows out of repair.
Tobotshane ..	Unsatisfactory	Walls of sod; too low; unceiled; badly lighted.
Tongwane ..	Fair ..	Iron lined with wood; rather small.
Veldman's ..	Satisfactory ..	Substantial brick building; floored and ceiled; lighting not very good.
Zengwa ..	Unsatisfactory	Too small; badly built; badly lighted.
Zingqayi ..	Unsatisfactory	Too small; badly lighted.

A large quantity of new furniture has again been supplied to many of the C Schools in the three districts by the District Councils. For several years past the District Councils have borne the whole cost of supplying such furniture, and the furniture has been made at the General Council's workshops at Butterworth. An arrangement has now been entered into by which the Department agrees to defray half the cost of furniture supplied to schools, provided that one-half of such furniture is made at some industrial school subsidised by the Department, such as the Blyths-

wood Boys' Industrial School or the Butterworth (Mission) Boys' Industrial School. Little or nothing has been done to improve the general equipment of the schools in regard to such essentials as wall atlases, reading sheets and school pictures. A portion of the annual grant for school books and materials ought certainly to be expended in the purchase of such articles.

In conclusion, I have to express my obligations to the managers of schools for their earnest efforts to improve their buildings, and to obtain the best teachers available, and to the officials and members of the District Councils for their interest and valuable help.

I have the honour to be,

Sir,

Your obedient Servant,

JAMES McLAREN.

Butterworth,

22nd January, 1906.

14.—INSPECTOR MILNE'S REPORT.

[CIRCUIT.—PORT ELIZABETH AND UITENHAGE.]

SIR,—I have the honour to submit to you the following general report for the year ending 30th September, 1905.

I. *Administration.*—The following division of the work was adhered to as closely as possible during the year 1905. *First Quarter*: Informal visits, inspection of the schools in the northern part of Uitenhage district and in Port Elizabeth. *Second Quarter*: Inspection of schools in Uitenhage and Port Elizabeth and the district schools near Uitenhage. *Third Quarter*: Informal visits and the examination of the practical work of the pupil-teachers. I was on leave of absence during the Fourth Quarter of 1904.

II. *Supply of Schools.*—Table A gives the number, class and distribution of the schools in operation during the Third Quarter of 1905, and the number in the Third Quarter of 1904 for comparison. Table B shows the number of schools opened and closed during the year.

A.—NUMBER OF SCHOOLS.

DIVISION.	Sp.	A 1.	A 2.	A 3.	D.	E.	P.F.	Poor.	B.	Total, 1905.	Total, 1904.	Increase.
Port Elizabeth	1	3	3	8	...	1	1	...	14	31	34	-3
Uitenhage ...	1	2	...	9	1	1	21	3	10	48	48	...
Totals, 1905	2	5	3	17	1	2	22	3	24	79	...	...
Do., 1904	2	5	3	16	1	3	23	4	25	...	82	...
Increase ...	...	...	...	1	...	-1	-1	-1	-1	...	...	-3

B.—SCHOOLS OPENED AND CLOSED.

(1) *Schools Opened.*

DIVISION.	A 3.	E.	P.F.	Poor.	B.	Total, 1905.	Total, 1904.	Increase.
Port Elizabeth	1	...	...	2	6	-4
Uitenhage	...	1	...	8	1	12	12	...
Totals	1	1	8	1	14	18	-4

(2) *Schools Closed.*

Port Elizabeth	...	1	1	1	...	2	5	8	-3
Uitenhage ...	...	1	1	7	2	1	12	12	...
Totals ...	...	2	2	8	2	3	17	20	-3
Result of Reclassification.	2	...	-1	...	-1	...	...	...	...
Net Increase	...	1	-1	-1	-1	-1	-3	...	...

* These figures are for the period 1st July, 1903, to 30th June, 1904.

This table shows a decrease of 3 schools, but had the comparison been made, as in last report, between the June quarters there would have been an increase of 6 schools. For the second time in succession, owing to the changing of the statistical year, the comparison has unfortunately been between the lowest quarter of the year and the highest of the previous year. It so happened that the falling off in Farm schools took place in the quarter in which the statistical year ended on both occasions, and thus a decrease of 5 schools is shown for the two years. But there was actually an annual increase as can be seen by taking the average number for the four quarters of each year:—

In 1903 the average number was	76.7.
In 1904	80.5.
In 1905	83.0.

Thus a steady increase is shown instead of a decrease. In the First Quarter of 1903 the number of schools was 74, and since the last report the quarterly numbers have been 82, 82, 86, 84 and 79. At least 2 other schools would have been in operation all the last quarter had the managers been able to secure teachers in time. The difficulties of securing qualified teachers is a serious one, and is frequently the cause of district schools being closed.

III. *Enrolment and Attendance.*—The following tables show the enrolment and attendance for the Third Quarter, 1905, as compared with the same period 1904.

C.—ENROLMENT.

DIVISION.	White.		Increase.	Coloured.		Increase.	Total.		Increase.	Percentage Increase.	
	1905	1904		1905	1904		1905	1904		1905.	1904.
Port Elizabeth ...	2569	2651	-82	1392	1496	-104	3961	4147	-186	-4.4	7.9
Uitenhage ...	1492	1560	-68	694	721	-27	2186	2281	-95	-4.1	8.5
Totals	4061	4211	-150	2086	2217	-131	6147	6428	-281	...	...
Percentage Incr., 1905	...	...	-3.5	...	...	-5.9	...	...	-4.3	...	...
Do. do., 1904	...	...	15.0	...	...	-2.9	...	...	...	...	8.1

D.—AVERAGE ATTENDANCE.

DIVISION.	Pupils Enrolled.	Average Attendance.	Percentage, 1905.	Percentage, 1904.
Port Elizabeth ...	3961	3311	83.5	86.1
Uitenhage ...	2186	1849	84.5	87.5
Totals, 1905	6147	5160	83.9	...
Do., 1904	6428	5569	...	86.6

There is a decrease of 281 in the number of pupils enrolled. Of these 150 are in schools for White and 131 in schools for Coloured children. The loss, however, is not so great as the gain the previous year, so that the number enrolled is still 3.4 per cent. ahead of the 1903 enrolment. In Port Elizabeth the Erica A 1, Russell Road A 2, Sydenham A 3 and St. Paul's Boys' A 3, with increases of 36, 32, 61 and 1

respectively, are the only schools for Whites which show an increase. Two of these, Russell Road and Sydenham, are the ones lately established by the Grey Board, and have thus justified their existence and the enterprise of the Board. The only ones of the longer established A 2 and A 3 schools which have not decreased are St. Paul's Boys' where, as already stated, the increase is only one, and Nazareth House, where the number remains the same as last year. The other 7 schools have all reduced numbers. It may thus be inferred that the decreases, being practically general, are not due to a lack of interest on the part of any of the Committees, but to the general depression from which Port Elizabeth has suffered for some time. The attendance in the schools under the Grey Board has been very good. For the year the average is over 90 per cent. of the numbers on the roll. In the North End A 2, South End A 2 and Erica A 1, 64, 21 and 17 pupils respectively did not miss one attendance at school between the last two inspections.

IV. *Inspection of Schools.*—During the First Quarter of the year under review 13 inspections were made by Inspectors of other Circuits while I was absent on leave. During the rest of the year I made 69 inspections and 103 informal visits. Other 14 informal visits were made by Inspectors of other Circuits.

V. *Pupils' Attainments at Inspection.*—Tables E and F give the classification of pupils after inspection and the standard of attainment in White and Coloured schools; comparisons are made with the results of the previous year.

E.—CLASSIFICATION OF PUPILS.

CLASS OF SCHOOL.	No. of Schools Inspected.	Pupils Enrolled	Pupils Present.	Sub-Standards	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Pupil Teachers	Unclassified.	Percentage above Standard IV.*
Sp. ...	2	142	124	15	16	19	15	8	...	2	...	...	...	49	2.6
A 1 ...	5	1211	1171	262	105	135	134	158	152	107	43	42	33	...	32.1
A 2 ...	3	934	903	384	117	122	116	86	51	20	2	...	5	...	8.6
A 3 ...	16	1521	1415	665	219	188	138	110	52	22	9	...	12	...	6.7
E ...	2	65	49	2	3	2	9	25	8	...	...	...	...	...	16.3
P.F. ...	24	223	219	63	36	35	39	28	15	3	...	...	...	...	8.2
Poor ...	4	60	53	18	19	10	3	1	1	1	...	...	...	...	3.7
B. ...	26	2291	2029	1315	284	211	136	65	9	3	...	...	...	6	0.59
Totals, 1905	82	6447	5963	2724	799	722	590	481	288	158	54	42	50	55	...
Do., 1904	72	5993	5497	2545	694	631	581	454	276	148	32	42	54	40	...
Percentages, 1905	...	...	...	46.1	13.5	12.2	10.0	8.1	4.8	2.6	.9	.7	.8	...	10.0
Do., 1904	...	...	...	46.6	12.7	11.5	10.6	8.3	5.0	2.7	.6	.7	1.0	...	10.1

*Omitting unclassified pupils.

F.—STANDARD OF ATTAINMENT IN WHITE AND COLOURED SCHOOLS.

PUPILS.	All Schools.		White Schools (omitting Sp. & E.)		Coloured Schools.	
	Percentages.		Percentages.		Percentages.	
	1905.	1904.	1905.	1904.	1905.	1904.
In Standard I. and below	59.6	59.3	50.2	51.5	0.79	78.0
In Standard V. and above (omitting unclassified pupils.)	10.0	10.1	15.1	14.4	0.59	0.6

The numbers present at inspection continue very high and form 92.4 per cent. of those enrolled.

The schools in order, according to the percentage of pupils above Standard IV. which they manage to retain, are :—

CLASS OF SCHOOL.	Percentage of Pupils above Standard IV.	
	1905.	1904.
A 1	32.1	30.7
A 2	8.6	10.2
P.F.	8.2	9.9
A 3	6.7	6.5
Poor	3.7	3.7
B.	0.59	0.6

The order is the same as last year. The A 1 and A 3 schools have gained slightly; the A 2 and P.F. have lost, while the Poor and B remain the same. The percentage for all the schools taken together is almost the same, 10 per cent. to 10.1 per cent. The percentages in the various Standards varies very little from those of 1904, the highest difference being 0.8 in Standard I. Five per cent. of the pupils were above Standard V. and 2.4 per cent. above Standard VI., as against 5 per cent. and 2.3 per cent. respectively in 1904. The percentage of pupil-teachers has fallen from 1 to 0.8. In schools for White children 50.2 per cent. are in Standard I. and below; last year the percentage was 51.5; in the same schools the pupils in Standard V. and above form rather more than one-seventh of the whole, and in all schools taken together one-tenth. There were 466 more pupils inspected than in 1904.

VI. *Annual Progress of Pupils.*—In the following table the progress of pupils at inspection is given, showing of those present at the preceding inspection the numbers placed in a higher, in the same or in a lower Standard than that in which they were classified last year.

G.—PROGRESS OF PUPILS AT INSPECTION.

CLASS OF SCHOOL.	Presented in Standards.	Passed.	Percentage of Passes.	Present also at preceding inspection.	Placed in higher Standard.	Placed in same Standard.	Placed in lower Standard.	Percentage placed in higher Standard, 1904.	
								Percentage placed in higher Standard.	Percentage placed in higher Standard, 1904.
Sp. ...	60	57	95.0	52	49	3	...	94.2	88.8
A 1. ...	881	735	83.4	579	504	75	...	87.0	82.7
A 2. ...	522	443	84.8	408	351	57	...	86.0	88.6
A 3. ...	775	624	80.5	566	474	92	...	83.7	86.9
E ...	47	18	38.3	23	11	12	...	47.8	60.0
P.F. ...	162	126	77.7	83	67	16	...	80.7	88.8
Poor ...	40	26	65.0	24	18	6	...	75.0	82.3
B ...	760	568	74.7	553	405	147	1	73.2	71.9
Totals ...	3247	2597	80.0	2288	1879	408	1	82.1	82.4

The percentage of those presented in Standards who were also present at the previous inspection has risen from 68 to 70.4. The percentages of those who passed their Standard, and of those placed in a higher Standard remain practically the same as last year. The fourth and following columns in Table G are contributed to by 63 of the schools inspected, the other 19 being schools inspected for the first time.

VII. *Subjects of Instruction.*—*Reading* in several of the Public schools, more especially those for girls, is well taught, but in others, and in nearly all the district schools little attention is paid to expression and the proper grouping of the words. In the Native schools the subject is very poorly taught. The pupils in very many cases understand little of what they read, and in the lower classes have difficulty in grasping the simplest question in English. A considerable amount of time has been spent, during my informal visits to the Native schools, in explaining better methods to the teachers. In addition, to familiarise the pupils with English, they have been encouraged to have, instead of the formal object lessons, talks with the children about plants and common things, never without the actual plant or object, and using the heuristic method as much as possible. In a few cases, where the teachers have earnestly followed the instructions, there has been improvement, as the pupils showed more interest in their reading, and not only understood simple questions fairly well but were able to give answers in fair English. I have not found a Nature-study reader in use in any school. One might be used along with the ordinary reader in the larger Public schools, and the lessons utilised as opportunity offered, to give some instruction in elementary science. A museum and simple apparatus should be gradually got together as aids, and included there should be sets of measures and weights for use in teaching *Arithmetic*. *Science* is taught in 4 schools, but in 1 only of these, Port Elizabeth Boys' High School, is there suitable provision made for practical work. The Uitenhage Boys' High School has not sufficient apparatus nor a proper room for laboratory practice. The High schools for girls in Port Elizabeth and Uitenhage take *Botany*, but have not got a supply of microscopes and apparatus for practical work. The remarks in my report for 1903 regarding other subjects of instruction still apply.

VIII. *Teachers.*—The qualifications of teachers are exhibited in Table H; in this table only the teachers in schools inspected are included. Table I gives the relative numbers of male and female teachers in each division.

H.—QUALIFICATIONS.

(This Table includes only Teachers in Schools Inspected.)

DIVISION.	Certificated.						Uncertificated.	Percentage Certificated.	
	P.C.	T 1.	T 2.	T 3.	Miscellaneous.	Total.		1905.	1904.
Port Elizabeth...	10	1	7	69	4	91	36	71.6	72.5
Uitenhage ...	6	...	6	37	...	49	35	58.3	54.7
Totals ...	16	1	13	106	4	140	71	66.3	65.5

I.—SEX.

(Based on Quarterly Statistics.)

DIVISION.	Male.	Female.	Total.	Percentage of Male Teachers.	
				1905.	1904.
Port Elizabeth ...	32	101	133	24.0	22.4
Uitenhage ...	21	65	86	24.4	29.5
Totals ...	53	166	219	24.2	25.3

The percentage of certificated teachers for the whole Circuit has increased by 0.8. For Uitenhage there is an increase of 3.6, but for Port Elizabeth there is a decrease of 0.9. There is an increase in the percentage of male teachers in Port Elizabeth, but a decrease in Uitenhage. Large schools like the North End A 2 and South End A 2, Port Elizabeth, should have each at least 2 male teachers.

IX. *Libraries.*—The following table gives the number of schools possessing Libraries compared with last year:—

J.—SCHOOLS POSSESSING LIBRARIES.

	A 1.	A 2.	A 3.	Other Schools.	Total.	
					1905.	1904.
Number of Schools in Circuit	5	3	17	54	79	82
Number Possessing Libraries	5	3	11	1	20	19

Only 1 school has been added to the list of those possessing Libraries. The South End A 2 deserves mention for the additions that have been made to its library during the year. Its library was one of the latest to be formed, and is already one of the best.

X. *School Buildings and Furniture.*—The remarks made on certain schools in last report hold good, except as regards Glenconnor A 3, which has now a very satisfactory building and equipment. The new buildings for Port Elizabeth Girls' High School are well advanced, and Uitenhage Boys' High School has just added a large boarding establishment, a gymnasium and swimming bath. The only other Public school, not mentioned in last year's report, with a satisfactory building is Nazareth House A 3, which has this year acquired most suitable and very fine rooms.

The Native schools in Korsten and New Brighton have fairly good buildings, but each consists of a single room, where in some cases three teachers are at work together. The furniture is none of the best and the walls are generally bare and un-brightened by pictures. Rose Lane (Ind.) B, Uitenhage, has a very satisfactory building, the best of all the Mission schools. Drury Street B, Port Elizabeth, Oatlands (Ind.) B, Kaba Location (J. Hopa), and New Rest (Ind.) B, Uitenhage, belong to the very unsatisfactory list.

Port Elizabeth schools, almost without exception, are very unfortunate in the matter of playgrounds. The Girls' High School has a good playground, which is always kept very tidy, but the Boys' High School has practically none. The North End A 2, South End A 2, Russell Road A 2 and Erica A 1 have very rough sloping playgrounds, which are all, except perhaps the Erica one, too small. Until they are improved they can hardly be kept in a manner likely to inspire habits of neatness in the pupils. In some cases, however, more might be done in seeing that the playgrounds are kept as tidy as possible, by enlisting the aid of the senior pupils. At only two schools, Erica A 1 and Sydenham A 3, have the pupils been encouraged to keep gardens, though not in a very systematic way. More supervision should be exercised to see that the plants grown are such as can best be used as aids to nature-study. From a series of plants the lessons to be learned may be shown, and an attempt made to draw out the pupils' powers of observation, and of reasoning from such observations. Training in accurate description should receive attention.

In conclusion, I think it but right to state here that the Grey Board, which is now about to terminate its existence as a Board, has done good work in the interests of education in Port Elizabeth, more especially in the last few years. Suggestions for improvements have always been carefully and sympathetically considered, and generally given effect to, as far as it was possible with the means at the disposal of the Board. The other Committees of Public Undenominational schools, in the towns of Port Elizabeth and Uitenhage, have also done well, except perhaps the Committee responsible for the Dolley Memorial School, which should have enlarged the present buildings which have been sadly overcrowded for some time.

There are two points of great importance that should be considered by the new School Board in Port Elizabeth. It was beyond the power of any previous educational body to deal effectively with them. The first is the devising and carrying out of a means of education fitted for those who are to be engaged in the works and industries of the town. These industries, bound to increase, will certainly profit if they have a class to draw on who have been taught the principles of science, and not merely to accept facts and results in nature as they find them, but to look for the "how" and the "why." I refer to the gradual leading up to and developing of a technical school, where the pupils can be taught how to apply the principles of science to the various branches of industry. The means for a beginning lie ready to hand in the Boys' High School, where the science department could be largely developed, until the way was clear to form a separate school. The other point is the taking over and developing of the Art school, and finding the proper accommodation. There is plenty of talent in Port Elizabeth, as shown by the good work being done in the present very inadequate and ill-equipped building, to warrant the necessary expenditure.

I have the honour to be,
Sir,

Your obedient Servant,

WILLIAM MILNE.

Uitenhage,
5th January, 1906.

15.—INSPECTOR MITCHELL'S REPORT.

[CIRCUIT.—GEORGE, MOSSEL BAY AND OUDTSHOORN.]

SIR,—I have the honour to submit my report for the year 1st October, 1904, to 30th September, 1905.

I. *Administration.*—The same routine of inspection as has been observed during past years was followed out with but little change during the year now under review. The division of the work of the Circuit was as follows :—

First Quarter (October to December, 1904).—Inspection of certain schools in the division of Oudtshoorn ; examination of the practical work of pupil-teachers and of candidates for the T 3 certificate ; informal visits to schools in the divisions of Mossel Bay and Oudtshoorn.

Second Quarter (January to March, 1905).—Inspection of schools in the division of Mossel Bay, and informal visits to schools in the division of George.

Third Quarter (April to June, 1905).—Inspection of schools in the divisions of Mossel Bay and George, and informal visits to certain schools in the division of George.

Fourth Quarter (July to September, 1905).—Inspection of schools in the division of Oudtshoorn, and informal visits to schools in each of the divisions of the Circuit ; inspection of the Boys' High School, George, in co-operation with Inspectors D. Craib and G. P. Theron.

II. *Supply of Schools.*—Table A gives, for each division in the Circuit, the number of schools of each class which were in operation during the Third Quarters of 1905 and 1904 respectively. Table B shows the number of schools opened and closed during the year 1st October, 1904, to 30th September, 1905. For the purpose of comparison figures for 1904 are also given.

A.—NUMBER OF SCHOOLS.

DIVISION.	A 1.	A 2.	A 3.	E.	P.F.	Poor.	B.	Total, 1905.	Total, 1904.	Increase.
George	2	1	9	...	2	11	6	31	29	2
Mossel Bay	2	...	18	...	2	5	6	33	28	5
Oudtshoorn	2	1	40	1	1	8	8	61	49	12
Totals, 1905	6	2	67	1	5	24	20	125	...	...
Do., 1904	6	2	57	2	5	14	20	...	106	...
Increase ... ..	...	...	10	-1	...	10	...	...	...	19

B.—SCHOOLS OPENED AND CLOSED.

(1) *Schools Opened.*

DIVISION.	A 3.	E.	P.F.	Poor.	B.	Total, 1905.	Total, 1904.	Increase.
George	1	...	1	2	...	4	3*	1
Mossel Bay	2	...	1	3	...	6	3	3
Oudtshoorn	6	...	1	7	1	15	12	3
Schools Opened : Totals	9	...	3	12	1	25	18	7

These figures are for the period 1st July, 1903, to 30th June, 1904.

(2) Schools Closed.

DIVISION.	A 3.	E.	P.F.	Poor.	B.	Total, 1905.	Total, 1904.	Increase.
George	1	...	1	...	...	2	...	2
Mossel Bay ... ..	...	...	...	1	...	1	2	-1
Oudtshoorn ... ..	...	1	1	...	1	3	6	-3
Schools Closed: Totals ...	1	1	2	1	1	6	8	-2
Result of Reclassification ...	2	...	-1	-1	...	...	...	...
Net Increase	10	-1	...	10	..	19	...	...

* These figures are for the period 1st July, 1903, to 30th June, 1904.

It is thus seen that the net increase in the number of schools for the year is 19. These tables show further that this growth is confined to A 3 and Poor schools, and is most prominent in the division of Oudtshoorn. During the year 15 schools were opened in the division of Oudtshoorn and 3 were closed. In Mossel Bay 6 schools were opened and 1 was closed, while in George 4 were opened and 2 were closed. Two schools, a Private Farm school at Armoed North, Oudtshoorn, and a Poor school at Juta (Langverwacht), Oudtshoorn, were raised to the A 3 grade; one Evening school at Welbedacht, Oudtshoorn, was closed. It will be noted that the number of A 3 schools opened exceeds the number closed by 8, and that the number of P.F. and Poor schools opened exceeds the number closed by 1 and 11 respectively. The division of George shows, as in last year's report, the greatest number of Poor schools.

III. *Enrolment and Attendance.*—Table C gives for each division in the Circuit the average of White and Coloured children for the Third Quarter of 1905, and also for the corresponding Quarter of 1904.

C—ENROLMENT.

DIVISION.	White.		Coloured.		Total.		Percentage Increase.				
	1905	1904	Increase.	Increase.	1905	1904	Increase.	Increase.			
George	1079	995	84	508	579	-71	1587	1574	130.83	5.1	
Mossel Bay	830	726	104	510	565	-55	1340	1291	493.8	-6.9	
Oudtshoorn	2350	1919	431	632	873	-241	2982	2792	1906.8	9.5	
Totals	4259	3640	619	1650	2017	-367	5909	5657	252	...	
Percentage Increase, 1905	17.0	-18.2	4.4	...
Do. do. 1904	1.5	9.0	4.0

Table D gives for each division, and for the Third Quarter of 1905, the number of pupils enrolled and the average number of pupils in attendance. Corresponding figures for 1904 are also given.

D.—AVERAGE ATTENDANCE.

DIVISION.	Pupils Enrolled.	Average Attendance.	Percentage 1905.	Percentage 1904.
George	1587	1266	79.7	78.6
Mossel Bay	1340	1103	82.3	80.7
Oudtshoorn	2982	2532	84.9	86.9
Totals, 1905	5909	4901	82.9	...
Do., 1904	5657	4706	...	83.2

Table C shows that on the 30th September, 1905, there were on the books of aided schools in the Circuit 5,909 pupils as compared with 5,657 on the 30th September, 1904. This gives a net increase of 252 which is equivalent to a gain of 4.4 per cent., a result practically the same as that for 1904. In schools for White children there is a percentage increase of 17.0 but in schools for Coloured children there is a percentage decrease of 18.2. It will be noted that the increase in the case of White pupils is 619, that the decrease in the case of Coloured pupils is 367, and that the Division of Oudtshoorn shows the greatest increase of White children and the greatest falling off in the number of Coloured children. Of the total enrolment 72.1 per cent. are White children and 27.9 are Coloured, and in the case of both White and Coloured children there is an excess of girls over boys. The average attendance is, as is shown in Table D, 82.9 per cent. of the enrolment which is slightly less than the average for 1904.

IV. *Inspection of Schools.*—During the period which is covered by this report 117 schools were examined formally. Two schools were inspected twice; the latter inspection only is reckoned in the total numbers given above. Forty informal visits were made. The corresponding figures for the previous statistical year 1st July, 1903, to 30th June, 1904, are 103 and 71. During the Quarter which is not included in this report, July to September, 1904, 32 schools were examined formally, and 6 informal visits were made.

V. *Pupils' Attainments at Inspection.*—Table E gives for each class of school the number of schools inspected, the number of pupils enrolled at the date of inspection, the number of pupils and pupil-teachers present at inspection, the classification after inspection, and the percentage of pupils above Standard IV.

E.—CLASSIFICATION OF PUPILS.

CLASS OF SCHOOL.	Number of Schools Inspected	Pupils Enrolled.	Pupils Present.	Sub-Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Pupil Teachers.	Unclassified.	Percentage above Standard IV.
A 1	1	388	378	65	31	37	46	63	53	45	16	8	14	...	35.9
A 2	2	252	245	97	31	28	23	16	21	13	5	...	8	...	19.1
A 3	60	1957	1869	800	269	313	249	160	53	15	7	...	3	...	4.2
E.	2	65	51	39	6	5	...	1	...	...	...	...	...	...	...
P.F.	5	42	42	19	3	4	6	6	1	3	...	...	...	...	9.5
Poor	23	807	770	423	97	122	82	33	11	2	...	...	...	...	1.7
B.	21	1867	1729	1256	188	175	87	19	3	...	...	...	1	...	0.2
Totals, 1905	117	5378	5084	2699	628	681	493	298	142	78	28	8	26	...	...
" 1904	103	5529	5039	2521	609	726	463	329	172	99	44	11	28	7	...
Percentages, 1905 ... ..	...	...	...	53.1	12.4	13.5	9.7	5.9	2.8	1.5	0.5	0.1	0.5	...	5.5
" 1904 ... ..	...	...	...	50.0	12.1	14.4	9.2	6.5	3.1	1.9	0.8	0.8	0.5	0.1	7.6

The above table shows that in the schools which were formally inspected during the year there were 5,084 pupils out of an enrolment of 5,378. This gives a percentage of 94.5 as against 91.1 for the previous statistical year, and 90.7 for the year 1903. The percentage of children present at inspection continues, therefore to rise year by year. If the classes of schools be arranged according to the percentage of pupils who were present at inspection the following is the order:—

P.F.	..	..	100.0 per cent.
A 1 ..	..	..	97.4 "
A 2 ..	..	..	97.2 "
A 3 ..	..	..	95.5 "
Poor ..	..	..	95.4 "
B. ..	..	..	92.6 "
E. ..	..	..	78.4 "

It will be noted that the number of pupils who were examined this year shows a slight advance upon the number for last, but that 53.1 per cent. of pupils present on the day of inspection are below standard, a rather less satisfactory result than that recorded for 1904, and for 1903. Only 4 A 1 schools were inspected during the period under review as against 6 in 1904. The fact that the inspection of the Boys' and Girls' schools at Oudtshoorn took place during the Fourth Quarter of

1905, and not during the Third Quarter as in 1904, must be borne in mind when comparing the figures for 1905 with those for 1904. The numbers under the several headings in Table E would otherwise have been considerably greater and hence the comparison, especially of figures in the higher Standards and under the headings "Ex-Standard" and "Pupil Teachers" for 1905 with those for 1904, would have been much more favourable. Of the 8 pupils under the heading "Ex-Standard," 5 were pupils of the Boys' High School, George, who were classified in High School Standards C and D, and the number under headings Standards VI. and VII. include 28 pupils of the same school who were classified in High School Standards A and B. In the Poor schools of the Circuit 770 children were present at inspection and of these only 13, 1·7 per cent., had reached a Standard higher than Standard IV. In George, 24·9 per cent. of the pupils of the division present at inspection were found in Poor schools, in Mossel Bay 12·1 per cent., and in Oudtshoorn 10·5 per cent. The following table gives (1) for all schools, (2) for White schools, (3) for Coloured schools, and for the years ending September, 1905, and June, 1904 respectively, the percentage of pupils classified (a) in Standard I. and below, and (b) in Standard V. and above. Pupil-teachers are reckoned as above Standard V.

F.—STANDARD OF ATTAINMENT IN WHITE AND COLOURED SCHOOLS.

PUPILS.	All Schools.		White Schools. (Omitting E.)		Coloured Schools.	
	Percentages.		Percentages.		Percentages.	
	1905.	1904.	1905.	1904.	1905.	1904.
In Standard I. and below...	65·4	62·1	55·6	50·5	83·5	83·6
In Standard V. and above	5·5	7·6	8·4	11·2	0·23	0·47

In the case, therefore, of White schools there is an increase in the percentage of pupils in Standard I. and below, and in the case of Coloured schools the percentage for 1905 is practically the same as for 1904. Percentages in "Standard V. and above" are, both for White and Coloured schools, lower than for 1904. Percentages for all schools show an *increase* for 1905 in Standard I. and below and a *decrease* in Standard V. and above. Percentages for "All Schools" and for "White Schools" would doubtless have been higher in Standard V. and above had the inspection for 1905 of the two A1 schools at Oudtshoorn fallen within the period which is covered by this report and not as previously remarked within the period which will be included in next year's report.

VI. *Pupils' Progress.*—The following Table G presents an estimate of the progress which has been made during the year by pupils in the different classes of schools.

G.—PROGRESS OF PUPILS AT INSPECTION.

CLASS OF SCHOOL.	Presented in Standards.	Passed.	Percentage of Passes.	Present also at preceding Inspection.	Placed in higher Standard.	Placed in same Standard.	Placed in lower Standard.	Percentage placed in higher Standard.	Percentage placed in higher Standard, 1904.
A 1 ...	297	175	58·9	201	116	83	2	57·7	81·1
A 2 ...	140	110	78·6	128	105	23	...	82·0	75·8
A 3 ...	1129	793	70·2	823	598	225	...	72·7	74·3
E ...	15	7	46·6	11	7	4	...	63·6	75·0
P.F. ...	24	14	58·3	12	8	4	...	66·6	100·0
Poor ...	377	247	65·5	274	194	78	2	70·8	69·0
B ...	560	297	53·0	473	271	199	3	57·3	65·3
Totals ...	2542	1643	64·6	1922	1299	616	7	67·6	73·2

As was stated in Table E 117 schools were formally inspected during the year. The total number of pupils who were presented in Standards at inspection of these 117 schools was, as is seen in Table G, 2,542 of whom 1,643 passed. This gives a percentage of 64·6. Of these 117 schools, 15 were inspected for the first time, and 3 had been in abeyance during the previous year, therefore in 99 schools results may be compared with those for 1904. At inspection of these 99 schools there were present 4,622 pupils of whom 3,098 or 67 per cent. had been present at the previous inspection. Of this latter number 2,346 were presented in Standards, but only 1,922, as will be seen from Table G had been presented in Standards at the previous inspection. Of this number of pupils who were inspected in two successive years 1,299 or 67·6 per cent., advanced a Standard. Compared with the corresponding percentage for 1904 this shows a drop of 5·6 per cent., but here again the fact that the figures for the inspection of the two First Class Public schools at Oudtshoorn are not included, must not be forgotten.

VII. *Subjects of Instruction.*—*Composition, History, and Mental Arithmetic* are subjects which, while showing some improvement, are still greatly in need of attention. In many schools it is difficult to get children in Standards II. and III. to make any attempt whatever at *Oral Composition* in connection with questioning upon the subject matter of the reading lesson or the recitation exercise; too often answers are in the form of a single word. *Written Composition* is not infrequently poor in Standards IV. and V., while exercises which are got from Standards VI. and VII. show, as frequently as not, both faulty structure and weak matter. *History* shows but little advance, and good results are rare. Too little use is made of *Mental Arithmetic* to exemplify principles by means of easy questions. *Reading* is improving generally. During the past year, while a good deal of mechanical and unnatural reading was met with, there were more schools than in 1904 in which some degree of expression and intelligence was noted. The average attainment in *Recitation* might be much better. When instruction in *Writing* is systematic, results are very pleasing, and in a steadily increasing number of schools in the Circuit the subject is being carefully dealt with. As a consequence, improvement in copybooks, home exercises and examination papers is generally evident. In *Written Arithmetic* there is decided advance especially as regards accuracy, and much less often than formerly is there reason to complain of absence of neatness and intelligent method in the setting down of details of solutions. Greater facility in dealing with questions which require thought is, however, desirable. In Standards III. and V. the problem in Arithmetic is too often either wrongly worked or altogether left alone. Results of examination in *Geography* are very often good; there is increase of effort to impart information which is practically useful rather than to secure accuracy in committing to memory lists of names of places. The use of pictures, photographs, etc., in connection with the teaching of this subject is not so general as is desirable. It is certainly possible on the part of those who are responsible for the equipment of schools to show greater liberality in the supply of these aids to the teaching of Geography. *Drill* is well taught in a good many schools. Two schools, Mossel Bay Boys' A 1, and the Oudtshoorn Boys' A 1 have Cadet Corps. *Woodwork* shows advance. Three schools, the Boys' Schools at George, Mossel Bay and Oudtshoorn now provide instruction in this subject.

VIII. *Teachers.*—Tables H and I show the qualifications and sex of teachers.

H.—QUALIFICATIONS.

(This Table includes only Teachers in Schools Inspected.)

DIVISION.	Certificated.						Uncertificated.	Percentage Certificated.	
	P.C.	T.1.	T.2.	T.3.	Miscellaneous.	Total.		1905.	1904.
George ...	...	...	5	24	2	31	24	56·36	52·73
Mossel Bay ...	2	...	3	23	...	28	18	60·87	63·83
Oudtshoorn ...	1	1	4	41	...	47	26	64·38	62·16
† Totals ...	3	1	12	88	2	106	68	60·91	59·66

I.—SEX.

(Based on Quarterly Statistics.)

DIVISION.	Male.	Female.	Total.	Percentage of Male Teachers.	
				1905.	1904.
George	12	44	56	21·43	21·05
Mossel Bay	12	40	52	23·07	27·66
Oudtshoorn	38	58	96	39·58	41·98
Totals	62	142	204	30·39	31·89

The total number of teachers present at inspection in 1905 was, as is shown in Table H, 174, of whom 60·91 per cent. were certificated. The division of Oudtshoorn again shows the highest percentage of certificated teachers, and the division of George the lowest. The results for each division and for 1905 and 1904 respectively, are as follows :—

	1905.	1904.
	Increase Per Cent.	Increase Per Cent.
George	3·63	—6·89
Mossel Bay	—2·96	2·47
Oudtshoorn	2·22	8·07

The improvement for the division of George is very satisfactory. There is a decrease as will be seen by reference to Table I, of 1·5 in the percentage of male teachers. Last year there was a slight increase.

The number of pupil-teachers in the Circuit at the end of the Third Quarter of 1905 and 1904 respectively, is shown in the following table :—

	First Year.	Second Year.	Third Year.
1905	8	22	11
1904	14	13	11

IX. *Libraries.*—Table J supplies figures relating to school libraries. It is very regrettable to find that the only A 2 schools in the Circuit, viz., Blanco, George, and Calitzdorp, Oudtshoorn, are still without libraries. There is an increase of 6 as against 9 for 1904.]

J.—SCHOOLS POSSESSING LIBRARIES.

	A 1.	A 2.	A 3.	Other Schools.	Total.	
					1905.	1904.
Number of Schools in Circuit...	6	2	67	50	125	106
Number possessing Libraries ...	6	...	26	6	38	32

X. *School Buildings and Furniture.*—The figures in the following table refer strictly to the year under review, viz., 1st October, 1904, to 30th September, 1905, and to the schools which were inspected during that period.

Class of School.	Number of Schools Inspected.	School Buildings.			
		Satisfactory.	Fair.	Un-satisfactory.	Condemned.
A 1	4	...	1	3	...
A 2	2	1	1	...	...
A 3	60	28	21	11	...
E.	2	2	...	...	...
P.F.	5	1	4	...	...
Poor	23	4	7	9	3
B.	21	7	13	1	...
Totals	117	43	47	24	3

Buildings.—The accommodation which is provided by the four A 1 schools inspected during the year remains as it was at the end of the previous statistical year. Arrangements, however, have been concluded for the erection of a new A 1 Girls' School at George, and the work is now in hand. Noteworthy improvements have been effected in the case of the boarding department of the Boys' High School, George, and building operations are now going on at Oudtshoorn, where a new Boys' A 1 school is being erected, and where important alterations and additions to the premises of the girls' A 1—improved during the past year by the building of two good class-rooms and rooms for the teaching of music—are being proceeded with. The accommodation furnished by the A 2 at Calitzdorp is unequal to the enrolment; there is no playground worth the name. During the year new A 3 schools have been erected at Gatbosch, Herbertsdale and Vaal Vlei, all in the division of Mossel Bay, and at De Rust and Hotomskloof, Oudtshoorn. Structural improvements of value have been effected in the case of Matjes River A 3, Oudtshoorn.

The following are the 11 *unsatisfactory* A 3 buildings referred to in the above table :—

George :—

Gwayang.
Klipdrift.
Van der Hoven.
Woodville.

Oudtshoorn :—

Buffelskloof.
Kraaldoorns.
Kruis River East.
Saffraan River.
Vlakteplaats.

Mossel Bay :—

Honingbosch.
Witteklip.

If, however, tests of educational efficiency were to be rigidly applied to all A 3 buildings in the Circuit, the names of not a few schools now written down under the heading *Fair* would appear in the above *Unsatisfactory* list. Quite a number of these A 3 buildings described as *fair* are well built, and are comfortable and kept in good repair, but are too small. New Poor school buildings have been supplied at Draaihoek and Molen Rivier in the division of Oudtshoorn, and improved accommodation has been provided for the Poor school at Ganzekraal, George. The three buildings condemned as unfit for the purposes of teaching are Buffelsfontein and Langvallei, George, and Zuurvlakte, Mossel Bay. At the time of inspection of the school at Langvallei, a new building was in course of construction, but nothing had been actually accomplished in the case of the other two.

The nine *unsatisfactory* Poor school buildings referred to in the above table are as follows :—

George :—

Diepkloof (Kamnatie)
Doorn River.
Geelhoutboom.
George.
Klip River.
Rondevallei.
Wagenboom's Kraal.

Mossel Bay :—

Mossel Bay.

Oudtshoorn :—

Oudtshoorn.

It must be noted that more suitable accommodation is being provided for the Poor School at George and that arrangements are in progress for improved premises at Geelhoutboom, George, and for a new Poor school building at Mossel Bay. It is just possible that improvements of more or less value have been effected in the case of some of the other buildings mentioned.

Of the B schools, the D.R.C. Mission School building at Tarka Location Mossel Bay, is unsatisfactory because of inadequacy of accommodation. There are others described in the above table as *fair* which leave much to be desired. At Oudtshoorn the R.C. Mission School, which is attended by White children only, has been more than doubled, and is now in the possession of premises well adapted to its needs. Improvements worthy of mention have been made to the D.R.C. Mission School at Calitzdorp.

Equipment.—The new A 3 buildings at Herbertsdale, Mossel Bay and De Rust, Oudtshoorn, have been furnished with dual desks, as have also the following :—

Mossel Bay :—
Leeuwkloof, A 3.
Paardenkop, A 3.
Oudtshoorn :—
Andries Kraal, A 3.
Gamtoosberg, A 3.
Matjes River, A 3.
Oudtshoorn (Railway), A 3.

The Boy's High School at George has been provided with an adequate supply of material and apparatus for the teaching of chemistry; it is to be hoped that a suitable laboratory will soon be added to the school building.

Playgrounds, out-offices, the provision of a proper water supply, and of special accommodation for hats and cloaks do not get that attention which is necessary. Here and there during the past year improvements, generally of small value, have been noted, but it would appear that the importance of such matters is not, by any means, fully realised.

The record for 1905 in regard to buildings and equipment is therefore not unimportant, and it serves as a sure indication of a growing desire to promote the comfort and educational welfare of the children of the Circuit.

Conclusion.—It may be neither uninteresting nor unimportant at this time, when by virtue of a provision of Parliament, School Boards are about to take charge of the establishment and maintenance of schools, to present an estimate of the position to-day as compared with the position in 1894, since which date the three divisions of George Mossel Bay and Oudtshoorn have formed part, or have constituted the whole, of one inspection area. The figures which follow give evidence of progress, not perhaps such a measure of progress as could have been wished for, or as might have been effected, but still a measure of progress.

The following table shows, for each division and for the Third Quarter of 1905 and 1894 respectively, (1) the number of schools in operation, (2) the number of pupils enrolled, and (3) the average attendance.

DIVISION.	Number of Schools.			Pupils Enrolled.			Average Attendance.			Percentage of Attendance to Enrolment.	
	1905.	1894.	Increase.	1905.	1894.	Increase.	1905.	1894.	Increase.	1905.	1894.
George	31	29	2	1587	1264	323	1266	981	285	79·7	77·6
Mossel Bay ...	32	23	9	1340	915	425	1103	715	388	82·3	78·1
Oudtshoorn ...	61	46	15	2982	1799	1183	2532	1422	1110	84·9	79·0
Totals	124	98	26	5909	3978	1931	4901	3118	1783	82·9	78·4

The items of interest which the above table affords are :—

- 26 more schools in 1905 than in 1894.
- 1,931 more pupils enrolled in 1905 than in 1894.
- 1,783 more pupils in average attendance in 1905 than in 1894.
- 82·9 per cent. of pupils enrolled in attendance in 1905 as against 78·4 per cent. in 1894.

If White and Coloured pupils be dealt with separately the enrolment for 1905 and 1894 respectively is as follows :—

DIVISION.	Pupils Enrolled in Schools for White Children.		Increase.	Pupils Enrolled in Schools for Coloured Children.		Increase.	Percentage Increase.	
	1905.	1894.		1905.	1894.		White.	Coloured.
George	1079	804	275	508	460	48	34·2	10·4
Mossel Bay ...	830	450	380	510	465	45	84·4	9·6
Oudtshoorn ...	2350	1350	1000	632	449	183	74·1	40·7
Totals	4259	2604	1655	1650	1374	276	63·5	20·0

The points of interest in this table are :—

- 1,655 more White children on the roll in 1905 than in 1894.
- 276 more Coloured children on the roll in 1905 than in 1894.
- A percentage gain of 63·5 for White children.
- A percentage gain of 20·0 for Coloured children.

To-day Oudtshoorn has 1,000 more White children in the Aided schools of the division than it had in 1894, while Mossel Bay has 380 and George 275 in advance of the number for 1894. In the case of Coloured schools, Oudtshoorn is the only division which shows much advance.

The school accommodation of the Circuit is not yet abreast of the population, and additional schools both for White and Coloured children are needed in different parts. Of greater importance, however, is the matter of already-existing accommodation. Much improvement by means of addition and alteration waits upon the efforts of those who have undertaken the task of providing and maintaining the schools of the Circuit.

I have the honour to be

Sir,

Your obedient Servant,

JOHN MITCHELL.

George, 10th January, 1906.

16.—INSPECTOR NOAKS' REPORT.

[CIRCUIT.—CAPE SUBURBS AND DISTRICT.]

SIR,—I have the honour to submit my Report for the year ending the 30th September, 1905. As the period covered by the last annual report was the year ending the 30th June, 1904, the results of inspections held in the Third Quarter of 1904 have not been included in the tables dealing with the standard of attainment and the progress of pupils, comparison being in each case made between the present and the previous statistical year. On the other hand, in the tables dealing with the opening of schools and with the enrolment and attendance of pupils, the figures for the Third Quarter of 1905 are compared with the corresponding figures for the Third Quarter of 1904.

I. *Administration.*—In the course of the year under review all the schools in operation in this Circuit were formally examined. During the Fourth Quarter of 1904 I assisted Inspectors D. Craib and G. P. Theron in the inspection of the High schools of Cape Town, Sea Point and Stellenbosch, whilst Inspector Freeman inspected five of the schools in this Circuit; and during the same period I conducted the practical part of the departmental examination of all the pupil-teachers in the Cape Division and of the students within this area who were entering for the Second Class Teachers' examination. During the Third Quarter of 1905 I had the assistance of Inspectors D. Craib and G. P. Theron in the inspection of the five High Schools of this Circuit. The rest of the year was occupied in the ordinary routine of inspection.

II. *Supply of Schools.*—Table A gives the number of schools of each class which were in operation during the Third Quarter of 1905, and also the total number in operation during the corresponding period of 1904; whilst Table B gives, for the same periods, the number of schools opened and closed.

A.—NUMBER OF SCHOOLS.

DIVISION.	A1.	A2.	A3.	E.	P.F.	B.	Total.		Increase.
							1905	1904	
Cape Suburbs and District ...	5	10	23	6	10	54	108	95	13
Totals, 1905 ...	5	10	23	6	10	54	108	...	...
Do., 1904 ...	5	10	22	5	5	48	...	95	...
Increase ...	...	...	1	1	5	6	...	...	13

B.—SCHOOLS OPENED AND CLOSED.

(1) *Schools Opened.*

DIVISION.	A 3.	E.	P.F.	B.	Total, 1905.	Total, 1904.	Increase.
Cape Suburbs and District ...	1	1	5	6	13	8*	5
Schools Opened : Totals ...	1	1	5	6	13	8	5

(2) *Schools Closed.*

Cape Suburbs and District ...	...	...	...	...	...	4	-4
Schools Closed : Totals ...	...	...	...	...	...	4	-4
Net Increase ...	1	1	5	6	13	...	...

* These figures are for the period 1st July, 1903, to 30th June, 1904.

The new schools had, during the last Quarter of the statistical year, a total average enrolment of 521 pupils, and are as follows:—

1. Stickland Siding	A 3.
2. Simonstown	E.
3. Brakfontein	P.F.
4. Frederick's Kraal	P.F.
5. Klein Constantia	P.F.
6. Olifant's Kop	P.F.
7. Rondeboschjesheuvel	P.F.
8. New Town (Congregational)	B.
9. Princess Vlei (D.R.C.)	B.
10. Claremont, Heatherlea Estate (Eng. Ch.)	B.
11. Glen Lily (R.C.)	B.
12. Salt River (Wes.)	B.
13. Oakdale (Wes.)	B.

From the above statement it will be seen that during the year no school was definitely closed. One school, however, viz., Claremont (D.R.C.) B., was temporarily closed for a Quarter, and then re-opened; and another, a Private Farm school, was withdrawn from the list of State-aided Farm schools for half the year, and then resumed its connection with the Department. A specially interesting feature is the relatively large increase in the number of Private Farm schools, viz., from 4 to 10. The increase in the number of Mission schools is also noteworthy. In four cases out of the six enumerated, the establishment of the schools points to the opening up of new districts. Camps Bay, Diep River and Newlands were, at the close of the year, the only suburban centres of population without a Public school. At both Camps Bay and Diep River measures for the establishment of a Public School have since been taken.

III. *Enrolment and Attendance.*—Table C gives the average enrolment of White children and Coloured children for the Third Quarter of the year 1905, and also for the corresponding Quarter of 1904. In the case of both European children and Coloured children there has been an advance in the enrolment, amounting in the aggregate to rather more than 8 per cent of last year's total. It will be observed that for Coloured children the percentage increase in the enrolment is more than double what it is for European children, and almost double what it was last year for Coloured children. In producing this result the establishment of the new schools referred to in the last paragraph has been the principal factor. As the total increase in the enrolment was last year exceptionally large, viz., 782, the large total increase this year, viz., 881, is the more remarkable.

C.—ENROLMENT.

DIVISION.	White.		Increase.	Coloured.		Increase.	Total.		Increase.	Percentage Increase.	
	1905	1904		1905	1904		1905	1904		1905	1904
Cape Suburbs and District	6605	6259	346	5099	4564	535	11704	10823	881	8·14	6·56
Totals	6605	6259	346	5099	4564	535	11704	10823	881	...	...
Percentage Increase, 1905	...	...	5·53	...	...	11·72	...	...	...	8·14	...
Do., 1904	...	...	6·68	...	...	6·39	...	...	...	...	6·56

Table D gives, also for the Third Quarter, the average number of pupils enrolled and the average number of pupils in attendance, with corresponding figures for 1904.

D.—AVERAGE ATTENDANCE.

DIVISION.	Pupils Enrolled.	Average Attendance.	Percentage, 1905.	Percentage, 1904.
Cape Suburbs and District	11704	9804	83·77	...
Totals, 1905	11704	9804	83·77	...
Do., 1904	10823	8952	...	82·71

On reference to the Quarterly attendance returns, it will be found that the percentage of attendance to enrolment in each Quarter of the year now under review is higher than for the corresponding Quarter of the previous year; and that the average percentage for the whole year is 83·93, as compared with 81·17.

IV. *Inspection of Schools.*—During the year 106 schools were formally inspected; and in the case of one school, in accordance with the wish of the Principal, who was going on furlough, a second inspection was held towards the close of the year. Only the results of the second inspection have been included in Table E. There were also 173 informal visits paid; the same number as last year.

V. *Pupils' Attainments at Inspection.*—Table E gives, for each class of school, the number of schools inspected, the number of pupils enrolled at the date of inspection, the number of pupils and pupil-teachers present at inspection, and the number of pupils graded in the various Standards as the result of inspection; also the percentage of pupils above Standard IV. The number of pupils in High School Standards A and B. has been included under the headings Standards VI. and VII. respectively, and the total number of pupils in High School Standards C and D has been placed under the heading "Ex-Standard." In the case of the High schools, on account of the change in the statistical year, to which reference has already been made, it is to be observed that, as the inspection of these schools takes place in the Third Quarter of the year, the figures given in Table E for the year 1904 really refer to the Third Quarter of 1903. The percentage of pupils in these schools above Standard IV. is slightly lower than it was (32·54 per cent. as against 32·81 per cent.). In Private Farm schools this percentage remains virtually stationary; and in the case of Evening schools there has been a slight decline. In the remaining classes of schools there has been an advance, most marked in the case of Second Class Public schools. An examination of Table E will show, further, that there has been a slight decline in the percentage of pupils in the Sub-Standard classes, and also in Standard I., that there has been a relative increase in Standards II. to VI. (High School Standard A), that the percentage of pupils in Standard VII. (High School Standard B) remains stationary, and that there has been a slight but regrettable decline in the proportion of Ex-Standard pupils (High School Standards C and D) and of pupil-teachers. The percentage of pupils present at inspection, as compared with the number of pupils then enrolled, which was 88·27 per cent. in 1903, and last year rose to 90·24, has this year advanced to 92·75.

E.—CLASSIFICATION OF PUPILS.

CLASS OF SCHOOL.	Number of Schools Inspected	Pupils Enrolled.	Pupils Present.	Sub-Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Pupil Teachers.	Unclassified.	Percentage above Standard IV.*
Sp.	1	148	142	123	6	8	5	...	...	...	...	...	...	...	...
A 1	5	1105	1060	143	108	167	130	165	122	102	61	45	14	3	32·54
A 2	10	1817	1730	584	212	262	243	203	141	53	12	...	20	...	13·06
A 3	23	2764	2663	1170	417	407	308	236	76	20	5	...	24	...	4·69
E.	5	136	111	32	24	17	16	16	2	4	...	...	...	...	5·41
P.F.	10	80	79	27	11	17	12	7	5	...	...	...	...	...	6·33
B.	53	5716	5128	3626	647	495	231	104	16	2	...	...	7	...	0·49
Totals, 1905	107	11766	10913	5705	1425	1373	945	731	362	181	78	45	65	3	...
Do., 1904	93	10741	9693	5126	1430	1069	823	624	253	148	71	55	82	12	...
Percentages, 1905 ... ..	...	...	(100)	52·28	13·06	12·58	8·66	6·70	3·32	1·66	0·72	0·41	0·60	0·03	6·70
Do., 1904 ... ..	...	...	(100)	52·88	14·75	11·03	8·49	6·44	2·61	1·53	0·73	0·57	0·85	0·12	6·29

* Omitting unclassified pupils.

In Table F is given, in the case of (1) European schools, and (2) schools for Coloured children, the percentage of pupils in Standard I. and below, and also in Standard V. and above, with the corresponding figures for 1904. In this table also, unclassified pupils have been disregarded.

F.—STANDARD OF ATTAINMENT IN WHITE AND COLOURED SCHOOLS.

PUPILS.	All Schools.		White Schools (omitting Sp. & E.)		Coloured Schools.	
	Percentages.		Percentages.		Percentages.	
	1905.	1904.	1905.	1904.	1905.	1904.
In Standard I. and below	65.17	67.72	48.33	52.62	83.33	85.77
In Standard V. and above	6.80	6.29	12.66	11.79	0.49	0.34
(Omitting unclassified pupils).						

The figures in the above table show that in the case of both European schools and of schools for Coloured children there has been at both ends of the scale a movement in the right direction; the percentage of children in the lower stages of instruction having diminished, and that of children in the higher stages having (however slightly) increased.

VI. *Annual Progress of Pupils.*—Table G gives, for each class of school, the number of pupils presented in Standards, the number of those who passed, and the percentage of passes, the number of those presented in the various Standards who were also present at the preceding inspection; the number of those who were placed respectively in a higher, in the same, or a lower Standard; and the percentage placed in a higher Standard this year, with the corresponding figures for 1904. The percentage of passes shows a general advance in all classes of schools, with the exception of Private Farm schools; and with one other exception, viz., Evening schools, a general advance has also been made in the percentage of pupils who succeeded in reaching a higher Standard. In the first case the general percentage has risen from 73.58 to 80.66; in the second case from 75.71 to 81.40.

G.—PROGRESS OF PUPILS AT INSPECTION.

CLASS OF SCHOOL.	Presented in Standards.	Passed.	Percentage of Passes.	Present also at preceding Inspection.	Placed in higher Standard.	Placed in same Standard.	Placed in lower Standard.	Percentage placed in higher Standard.	Percentage placed in higher Standard 1904.
A 1 ...	916	775	84.61	587	510	76	1	86.88	81.25
A 2 ...	1148	1011	88.07	794	706	88	...	88.92	88.00
A 3 ...	1520	1283	84.41	1075	910	164	1	84.65	78.16
E ...	81	51	62.96	21	10	11	...	47.62	50.00
P.F. ...	53	30	56.60	28	20	8	...	71.43	62.96
B ...	1706	1224	71.75	1199	859	334	6	71.64	63.60
Totals ...	5444	4391	80.66	3704	3015	681	8	81.40	75.71

VII. *Subjects of Instruction.*—With regard to the High school syllabus, it is noted that but little advantage has been taken as yet of the courses of study which were last year sanctioned by the Department as alternatives, in the case of High schools for girls, to Mathematics and a Second Modern Language. This result is,

no doubt, largely due to the fact that this alternative scheme does not fit in with the provisions of the *School Higher* and *Matriculation* examinations, and that the successful completion of the course is not marked, as is the case in the examinations conducted by the University, by any permanent record. As regards the new *Geometry Syllabus*, I fear that the first effect of the changes introduced has been to obscure, if not to impair, the logical coherence which is appropriate to this subject. Teachers will need to be on their guard lest, under the new conditions, the chief educational value of the older Geometry be lost sight of. Facility in Mechanical Drawing will make poor amends to their pupils for the lack of practice in connected reasoning. In the case of *Woodwork*, the Central Classes which have been started at Woodstock have been thoroughly successful. Similar classes might with advantage be organised at Claremont or Wynberg. In *Drawing*, the new syllabus, in the hands of capable teachers, has produced, on account of its interesting and formative character, results which are most encouraging. At the stage of the *Kindergarten*, the withdrawal of the old and backward children from infant departments, with a view to their being formed into classes specially preparatory for Standard I., has in several schools been attended with marked benefit. It still happens, however, far too frequently, that such children are admitted into classes consisting for the most part of quite young children, without any special effort being made by the teachers to meet the difficulties thus created.

VIII. *Teachers.*—Table H, which is based on the particulars given in the Inspection Schedules of the various schools, gives the number of teachers possessing certain specific qualifications, the number possessing no professional certificate, and the percentage of certificated teachers. This percentage, viz., 71.03 shows a decided advance upon last year's record, viz., 65.11, which is the more gratifying, as last year a slight set-back was noted under this heading. Attention has, however, again to be drawn to the utter inadequacy of the supply of pupil-teachers in the Mission schools of this Circuit. In 53 Mission schools inspected there were present only 7 pupil-teachers. It is hoped that in the larger Mission schools an earnest effort will be made to cope with this difficulty. One step which might more often be taken is the appointment as monitors of suitable pupils who have passed Standard IV., and who would otherwise, as is very generally the case, leave school at this point. These pupils might in this way be enabled to continue their studies up to the stage of Standard V.; when they would become eligible for grants as probationers. No monitor should, of course, be required to teach for more than two hours a day, the remaining hours being given to preparation for Standard V. The total number of pupil-teachers engaged in this Circuit during the Third Quarter of 1905 shows an advance of 4 upon the number, viz., 71, in the corresponding quarter of 1904.

H.—QUALIFICATIONS.

DIVISION.	Certificated.							Un-cert.	Percentage Certificated.	
	P.C.	O.E.G.	T 1.	T 2.	T 3.	Miscellaneous	Total.		1905.	1904.
Cape Suburbs and District ...	32	4	2	18	160	12	228	93	71.03	65.11
Totals ...	32	4	2	18	160	12	228	93	...	...

Table I, which is based on the statistics given in the Quarterly Abstract for the Third Quarter of 1905, gives the number of male and female teachers and also the percentage of male teachers, with the corresponding percentage for the Third Quarter of 1904. From this table it will be seen that the proportion of male teachers has suffered a further decline, viz., from 23.99 per cent. to 21.02 per cent. of the total number.

I.—SEX.

DIVISION.	Male.	Female.	Total.	Percentage of Male Teachers.	
				1905.	1904.
Cape Suburbs and District ...	70	263	333	21·02	23·99
Totals	70	263	333	...	...

IX. *Libraries.*—Table J gives the number of Public schools of the First, Second and Third Class, and also the number of all other schools, which were in possession of libraries on the 30th September last, together with the total number of libraries in existence on the 30th September, 1904. Amongst the 23 schools which have been returned as being without a library are included 6 Private Farm schools and 5 Evening schools. The remaining 12 schools are all of comparatively recent origin, with one exception; and in this instance, a library, which was formerly supplied by the Department, appears to have fallen into disuse. In the past year a noteworthy feature has been a very general endeavour to extend the advantages of school libraries to junior readers, and many of the existing libraries have been supplemented with sets of books suitable for quite young children. In this connection it is gratifying to note that the thoughtful kindness of one donor, whose interest was aroused in the series known as "Books for the Bairns," has been productive of wide-spread benefit. Teachers, who realise how much good can be done by helping to guide the reading of their pupils into useful channels, are advised to make themselves familiar with the work of the National Home-Reading Union, more particularly in the *Young People's Section*.

J.—SCHOOLS POSSESSING LIBRARIES.

	A 1.	A 2.	A 3.	Other Schools.	Total.	
					1905.	1904.
Number of Schools in Circuit	5	10	23	70	108	95
Number possessing Libraries	5	10	21	49	85	80

X. *School Buildings and Furniture.*—*School Buildings.*—In the course of the year new buildings were erected for the following schools:—

Woodstock (R.C.)	A 3.
Wynberg, St. Augustine's (R.C.) ..	B.
Diep River (Eng. Ch.)	B.

At Bellville, the English Church School-Chapel was enlarged so as almost to double the accommodation, and at Salt River the English Church school was moved into more commodious quarters. At the Simonstown High School there was provided a small but serviceable laboratory. At the Rondebosch Boys' High School and Mowbray (Wes.) B, the enclosing of the school premises received attention, and at Salt River (Railway) A 3, new offices were erected. In the case of the Public Schools at Mowbray and Woodstock the inadequacy of the accommodation, which has been referred to in previous reports, has at length led to the adoption of effective measures, and the erection of new school buildings is now proceeding. Proposals have also been under consideration for the extension of the accommodation at the Girls' High

school, Rondebosch, and the Boys' Public School, Observatory Road. At Claremont A 2, the accommodation remains on the same unsatisfactory footing as last year; at Salt River (Railway) A 3, events have occurred which render the need of a new school building more urgent than ever. Under the heading of *Equipment* may be mentioned the provision of museums at the Boys' High School, Rondebosch, and St. Agnes' (R.C.) A 3, Woodstock; of apparatus for the teaching of woodwork in connection with the Central Classes at Woodstock; and of appliances for the teaching of cookery at the High School, Simonstown, and the Girls' High School, Wynberg.

I have the honour to be,

Sir,

Your obedient Servant,

EDWARD NOAKS.

Wynberg, 5th February, 1906.

17.—ACTING INSPECTOR PORTER'S REPORT.

[CIRCUIT.—ELLIOTDALE, IDUTYWA, KENTANI AND WILLOWVALE.]

SIR,—We have the honour to submit our Report for the year ending 30th September, 1905. For the first six months of the year this Circuit was under the care of Inspector Spurway, but Acting Inspector Porter has had charge of it since 1st April.

I. *Administration.*—Throughout the year the early part of each quarter was spent in paying informal visits, and the rest of the time was devoted to formal inspections. In the First Quarter the schools in Elliotdale and part of those in Kentani were inspected, and a week was spent in Elliotdale with a view to working up new schools, for this Magistracy is one of the most backward, though considerable improvement has taken place during the latter part of the year. In the Second Quarter the remaining schools in Kentani and four schools in Idutywa were inspected. In the Third Quarter the rest of the schools in Idutywa and part of those in Willowvale were inspected. The last quarter was devoted to the inspection of the schools in Willowvale. During the last six months 67 inspections and 72 informal visits were made.

II. *Supply of Schools.*—Table A shows the number of schools in operation in this Circuit for the quarter ending 30th September, 1905. As yet no A 3 schools have been established in Elliotdale or Willowvale districts. In the former some excellent Farm schools provide for the wants of the White population, but in the latter most children are sent away to schools in larger centres. With regard to the schools for the native population in Elliotdale the District Council has been most energetic in choosing sites where necessary, and about 22 schools have been started, which, though assisted by the Council, have not yet the accommodation necessary to ensure the receipt of a grant from Government. In Idutywa and Willowvale the number of Native schools remains the same as last year, while in Kentani the number is increased by two.

A.—NUMBER OF SCHOOLS.

MAGISTRACY.	A2.	A3.	P.F.	C.	Total, 1905.	Total, 1904.	Increase.
Elliotdale ... ..	...	...	3	5	8	5	3
Idutywa	1	...	...	22	23	24	-1
Kentani ... ..	...	1	2	39	40	40	...
Willowvale ... ..	...	...	...	46	48	48	...
Totals, 1905	1	1	5	112	119	...	...
Do., 1904	1	1	7	108	...	117	...
Increase ... ..	...	...	-2	4	...	...	2

Table B gives details in regard to the schools opened and closed during the year and shows an increase in Elliotdale. The only existing Farm school in Idutywa district was closed for want of a teacher while in the other districts the Farm schools which were closed ceased to receive Government aid on account of paucity in numbers.

B.—SCHOOLS OPENED AND CLOSED.

(1) Schools Opened.

MAGISTRACY.	P.F.	C.	Total, 1905.	Total, 1904.	Increase.
Elliotdale	1	2	3	...	3
Idutywa ... ..	...	1	1	2	-1
Kentani ... ..	...	2	2	3	-1
Willowvale	1	2	3	8	-5
Schools Opened : Totals	2	7	9	13	-4

(2) Schools Closed.

Elliotdale ... ..	...	...	...	2	-2
Idutywa	1	1	2	...	2
Kentani	2	...	2	2	...
Willowvale	1	2	3	1	2
Schools Closed : Totals	4	3	7	5	2
Result of Re-classification	...	...	...	...	...
Net Increase	-2	4	2	...	...

* These figures are for the period 1st July, 1903, to 30th July, 1904.

III. *Enrolment and Attendance.*—The next table deals with the number of children enrolled during the year. It will be seen that the number of White children attending school remains the same, while there is an increase in the number of Coloured children. In Elliotdale the number though absurdly small in comparison with the population is nearly twice as large as last year, while it must be remembered that numbers of children are attending unaided schools. In Idutywa and Kentani the increase is small, and in Willowvale there is a slight decrease, which must be explained by the difficulty of persuading the Gealekas of the advantages of educating their children.

C.—ENROLMENT.

MAGISTRACY.	White.		Increase.	Coloured.		Increase.	Total.		Increase.	Percentage Increase.	
	1905.	1904.		1905.	1904.		1905.	1904.		1905.	1904.
Elliotdale	31	19	12	329	185	144	360	204	156	76.5	-28.9
Idutywa	70	74	-4	1398	1370	28	1468	1444	24	1.7	15.1
Kentani	13	15	-2	2009	1965	44	2022	1980	42	2.1	-6.8
Willowvale	14	20	-6	2979	3028	-49	2993	3048	-55	-1.8	12.7
Totals	128	128	...	6715	6548	167	6843	6676	167	...	...
Percentage Increase, 1905	...	...	...	...	...	2.5	...	...	...	2.5	...
Do., 1904	...	...	-10.3	...	...	5.4	...	...	...	...	5.0

Table D shows that the average attendance in this Circuit is almost exactly the same as last year. Willowvale has a decrease of 3.7 per cent., while Idutywa and Kentani have slightly increased.

D.—AVERAGE ATTENDANCE.

MAGISTRACY.	Pupils Enrolled.	Average Attendance.	Percentage, 1905.	Percentage, 1904.
Elliotdale	360	275	76.3	76.5
Idutywa	1468	1121	76.3	72.3
Kentani	2022	1508	74.5	73.0
Willowvale	2993	2102	70.2	73.9
Totals, 1905	6843	5006	73.1	...
Do., 1904	6676	4899	...	73.4

IV. *Inspection of Schools.*—During the year 116 formal inspections were made. At these inspections, of which, as a rule, due notice was given, the number of pupils enrolled was 6,543, and the number present at inspection was 5,700, or 87 per cent. These numbers mark an increase on last year, and the increase on the number of pupils inspected is 372, or 7 per cent. In addition to these annual inspections, visits were informally paid to 110 schools, and several unaided schools and sites for new schools were visited. At these informal visits unpunctuality and faulty registration were often noticeable. In registration the chief mistakes were found in the column headed "Total for the Quarter;" there was often neglect to make the totals in the class register agree with those in the Summary, while the printed instructions in the class register were frequently disregarded. Too often the work was not being carried on according to the time-table, and in some cases there was no time-table at all.

V. *Pupils' Attainments at Inspection.*—In Table E will be found the number of schools of each class inspected during the year, the pupils enrolled, the number present at inspection, and the Standards attained as the result of inspection.

E.—CLASSIFICATION OF PUPILS.

CLASS OF SCHOOL.	No. of Schools inspected.	Pupils enrolled.	Pupils present.	Sub-Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Percentage above Std. IV.
A 3	1	14	14	2	4	...	4	3	1	7.1
P.F.	6	44	43	8	2	8	7	5	10	2	1	...	30.2
C	108	6420	5579	3653	682	562	434	223	25	...	...	...	0.4
Totals, 1905	116	6543	5700	3677	694	577	452	241	45	6	5	3	...
Do., 1904	110	6340	5328	3220	648	634	510	270	30	7	4	5	...
Percentages, 1905 ... ..	...	...	...	64.5	12.2	10.1	7.9	4.2	0.8	0.1	0.1	0.1	1.0
Do., 1904 ... ..	...	...	...	60.4	12.2	11.9	9.6	5.1	0.6	0.1	0.1	0.1	0.9

[G, 5—1906.]

It will be seen that more than half the children in this Circuit are below Standard and that the percentage in the Sub-Standards has increased since last year, while the percentage in each Standard has decreased except in Standard V.

Table F gives the same information in another form. It shows that in the White schools the majority of children are in the middle Standards, and that in Coloured schools the percentage above Standard IV. is exceedingly small.

F.—STANDARD OF ATTAINMENT IN WHITE AND COLOURED SCHOOLS.

PUPILS.	All Schools.		White Schools.		Coloured Schools.	
	Percentages.		Percentages.		Percentages.	
	1905.	1904.	1905.	1904.	1905.	1904.
In Standard I. and below	76.7	72.6	29.7	30.4	77.7	73.8
In Standard V. and above	1.0	0.9	28.1	21.6	0.4	0.3

VI. *Pupils' Progress.*—Of the 5,700 pupils present at inspection, 2,419 were presented in the Standards, and of these 1,122, or 46.4 per cent., passed. There is, however, a decrease of 3.7 per cent. in the number of those who have been placed in a higher Standard. The percentage of passes was lowest in the Native schools, and only reached 45.5 per cent., while in the White schools it was 64.2 per cent. Of the 1,959 pupils present at the preceding inspection 882 were placed in a higher Standard. In White schools the percentage placed in a higher Standard than at last inspection was 72.3. The A 2 school was handicapped by a great deal of illness during the year, and this will probably account for a smaller percentage of those placed in a higher Standard as compared with the previous year.

G.—PROGRESS OF PUPILS AT INSPECTION.

CLASS OF SCHOOL.	Presented in Standards.	Passed.	Percentage of Passes.	Present also at preceding Inspection.	Placed in higher Standard.	Placed in same Standard.	Placed in lower Standard.	Percentage placed in higher Standard.	Percentage placed in higher Standard, 1904.
A3	12	7	58.3	8	3	5	...	37.5	71.4
P.F.	36	27	75.0	31	23	8	...	74.2	78.4
C	2324	1051	45.2	1883	827	1030	26	43.9	47.0
Totals	2419	1122	46.4	1959	882	1051	26	45.0	48.7

VII. *Subjects of Instruction.*—In the Native schools, *Reading*, owing to the introduction of a better style of reading book, has improved, and, considering that English is never used in the homes of the children, is satisfactory. In Standards I. and II. an absence of phrasing and a disregard of the punctuation is generally to be noticed. *Recitation* is generally accurately said, but a lack of knowledge of the meanings and allusions is almost universal. In *Writing*, as a rule, only one copy-book is finished during the year, and that in the inspection quarter and without supervision, so that the exercise is so much waste of time. In many schools the writing on slates is excellent. *Written Arithmetic* has been the cause of most failures at inspection. Numeration and notation are still often neglected, while a sum that requires thought is generally worked incorrectly. In *Mental Arithmetic* the teachers are often to blame for the great weakness shown. Considering the importance of the subject it would be well if a short time were devoted by the teachers to the preparation of each lesson. Better results in *Grammar* might be obtained if in Standards III. and IV. reasons were to be expected for every answer given; and

Composition can only be improved in Native schools, by oral teaching in the lowest Standards. *Spelling* is generally satisfactory. *Geography* is taught with little intelligence, and no attempt is shown to make the lessons interesting to the pupils. Lists of different surface features, and perhaps a few definitions, are taught, and that is all. *Physical Geography* is often neglected. Both branches of the subject would improve if the teachers would devote time to the preparation of the lessons. *Kafir Reading* and *Dictation* is now done in nearly all schools. *Drill* is often well taught, but here again the teachers are sometimes at fault, and have not properly mastered the subject themselves. *Singing* is taught in all schools, and sometimes with good results, but it is often far too noisy and without expression. *Needlework* is generally satisfactory. In the White schools the subjects of instruction were satisfactorily taught. Perhaps the weakest subject of all was *History*.

VIII. *Teachers.*—The following table shows that the number of teachers in schools inspected was 196, and of these, 34 are certificated, while last year the total was 191 with 32 certificated. An increase in the number of certificated teachers is shown in two divisions, and a decrease in the other two, with a slight total increase in the whole Circuit.

H.—QUALIFICATIONS.

(This Table includes only Teachers in Schools Inspected.)

MAGISTRACY.	Certificated.			Uncertificated.	Percentage Certificated.	
	P. C.	T 3.	Total.		1905.	1904.
Elliotdale	1	...	1	5	16.6	22.2
Idutywa	1	8	9	31	22.5	18.9
Kentani ... ..	...	11	11	47	18.9	15.6
Willowvale ... ..	...	13	13	79	14.1	16.0
Totals	2	32	34	162	17.3	16.7

Table I shows the number of male and female teachers in the Circuit, and the percentage of male teachers for two years. It will be noticed that there is a further increase in the percentage of male teachers.

I.—SEX.

(Based on Quarterly Statistics.)

MAGISTRACY.	Male.	Female.	Total.	Percentage of Male Teachers.	
				1905.	1904.
Elliotdale	8	4	12	66.6	83.3
Idutywa	22	20	42	52.3	51.3
Kentani	36	25	61	59.0	52.5
Willowvale	47	46	93	50.5	51.1
Totals	113	95	208	54.3	52.1

IX. *Libraries.*—The A 2 school in this Circuit possesses a library, and it is probable that the A 3 school at Kentani will be suitably provided very shortly.

J.—SCHOOLS POSSESSING LIBRARIES.

	A 2.	A 3.	Other Schools.	Total.	
				1905.	1904.
Number of Schools in Circuit ...	1	1	117	119	117
Number possessing Libraries ...	1	...	...	1	1

X. *School Buildings and Furniture.*—It is very satisfactory to report that several buildings used for Native schools which last year were merely iron shells have now been lined and ceiled, and in some cases further improved by the addition of a wooden floor. These improvements are specially noticeable in the division of Kentani. In Idutywa and Willowvale some new buildings have been erected, and some which were too small have been enlarged and improved. Elliotdale is still very backward in respect of school buildings. The schools are generally well provided with necessary furniture, though here again Elliotdale is far behind.

We have the honour to be,

Sir,

Your obedient Servants,

N. PORTER.

E. J. SPURWAY.

Idutywa, 8th January, 1906.

18.—INSPECTOR PRESSLY'S REPORT.

[CIRCUIT.—ALIWAL NORTH, BARKLY EAST, HERSCHEL, AND WODEHOUSE.]

SIR,—I have the honour to submit my Report for the year ended September 30th, 1905.

I. *Administration.*—The Circuit is the same as it was in the latter part of the preceding year. The arrangement of the work of the year has followed the same lines as in the previous year. Each district is, as a rule, visited twice a year, some of the schools being inspected and others visited. A good deal of time has been occupied in the year under review in visiting places where schools might be established, and arranging the affairs of proposed or new schools. There is evidence that this part of the work will occupy a large part of the present year, for extensive enquiries are being made about school matters, as the result of the School Board Act. The schools in Aliwal North District are inspected partly in October and partly in June. Barkly East occupies April and May. Herschel falls in August and September. Wodehouse is done in the last and first months of the year.

II. *Supply of Schools.*—The number of schools in the Circuit at the end of the September Quarter was 153, an increase of 23 on the number for the corresponding Quarter of the previous year. Table A gives the particulars of the schools open in September, 1905, and supplies the figures necessary for comparison; Table B shows how the year's changes have affected the different divisions and the several classes of schools.

A.—NUMBER OF SCHOOLS.

DIVISION.	A 1.	A 2.	A 3.	E.	P.F.	Poor	B.	C 1.	Total.		Increase.
									1905.	1904.	
Aliwal North ...	1	1	9	...	9	4	7	...	31	28	3
Barkly East ...	...	1	10	1	17	2	1	...	32	26	6
Herschel ...	...	...	2	...	...	...	39	1	42	39	3
Wodehouse ...	1	...	20	...	14	7	6	...	48	37	11
Totals, 1905 ...	2	2	41	1	40	13	53	1	153	...	...
Do., 1904 ...	2	2	23	1	33	17	51	1	...	130	...
Increase ...	...	...	18	...	7	-4	2	...	...	...	23

B.—SCHOOLS OPENED AND CLOSED.

(1) *Schools Opened.*

DIVISION.	A 3.	P.F.	Poor.	B.	Total.		In-crease.	
					1905.	1904.		
Aliwal North	2	4	...	...	6	11	-5
Barkly East	10	1	...	11	8	3
Herschel	1	...	...	2	3	4	-1
Wodehouse	8	8	1	1	18	10	8
Schools Opened : Totals	...	11	22	2	3	38	33	5

*These figures are for the period 1st July, 1903, to 30th June, 1904.

[G. 5—1906.]

T

(2) Schools Closed.

DIVISION.	A	3. P.F.	Poor.	B.	Total.		In-crease.
					1905.	1904.	
Aliwal North ... ..	...	3	...	...	3	2	1
Barkly East	1	3	...	1	5	10	-5
Herschel ... ..	...	...	...	...	...	1	-1
Wodehouse	1	4	2	...	7	6	1
Schools Closed : Totals	2	10	2	1	15	19	-4
Result of Re-classification	9	-5	-4	...	...	...	...
Net Increase	18	7	4	2	23	...	...

* These figures are for the period 1st July, 1903, to 30th June, 1904.

The rate of increase in the number of schools must be regarded as entirely satisfactory, being 17.6 per cent. The rate last year was 12.9 per cent. The difficulties in regard to teachers, referred to in my last report, have been quite as acute during the year under review and have interfered considerably with the development of schools. Each of the divisions has contributed to the increase. Wodehouse comes first with an advance of 11, and Barkly East next with 6. Aliwal North and Herschel have 3 each. The number of Third Class schools has risen from 23 to 41. Part of the increase is due to the establishment of new schools, and part to the raising of grade of Private Farm schools and Poor schools. The former are changed when the enrolment increases, and the latter when their supporters find it possible or desirable to meet the financial requirements of the higher grade of school. One of the pleasing features of the year's work is the decrease in the number of Poor schools, not through their being closed, but by change of grade.

III. *Enrolment and Attendance.*—Tables C and D give a comparative view of the enrolment and attendance in the different divisions for the Third Quarters of 1904 and 1905. The total increase for the year is 407, or 6.8 per cent. The rate of increase differs very slightly from that of the preceding year. White schools have added 291 pupils to their roll, an increase of 13 per cent. The number added last year was 332, or 17 per cent. The Coloured enrolment has increased by 116, which is little more than 3 per cent.

C.—ENROLMENT.

DIVISION.	White.		Increase.	Coloured.		Increase.	Total.		Increase.	Percentage Increase.	
	1905	1904		1905	1904		1905	1904		1905.	1904.
Aliwal North	937	860	77	563	632	-69	1500	1492	8	0.5	32.6
Barkly East	632	528	104	54	67	-13	686	595	91	15.3	27.4
Herschel	28	18	10	2825	2619	206	2853	2637	216	8.1	-6.9
Wodehouse	926	826	100	344	352	-8	1270	1178	92	7.8	5.0
Totals	2523	2232	291	3786	3670	116	6309	5902	407	...	...
Percentage Increase, 1905	...	...	13.0	...	...	3.1	...	...	...	6.8	...
Do. 1904	...	...	17.4	...	...	0.6	...	...	...	...	6.4

D.—AVERAGE ATTENDANCE.

DIVISION.	Pupils Enrolled.	Average Attendance.	Percentage 1905.	Percentage 1904.
Aliwal North	1500	1314	87.6	84.6
Barkly East	686	621	90.5	90.1
Herschel	2853	2435	85.3	81.3
Wodehouse	1270	1086	85.5	83.2
Totals, 1905	6309	5456	86.4	...
Do, 1904	5902	5229	...	80.1

Each of the divisions shows an increase in enrolment. Barkly East and Wodehouse come first in respect of White children, and Herschel in respect of Coloured children. In percentage increase Barkly East stands highest. Aliwal North, which was best last year, has fallen off considerably. The percentage of increase for the Circuit is nearly the same as last year.

IV. *Inspection of Schools.*—The number of formal inspections made in the course of the year was 147. The number made in the same Circuit last year was 122. In the number of schools inspected are included 10 whose names were, subsequent to the inspection, removed from the departmental list. They are Klipkraal and Braamfontein, in Aliwal North; Holderness, Leeuwspruit, and Malpas, in Barkly East; Erin, Mooihoek, Leeuwfontein, Snowdon, and Steynsnek, in Wodehouse. On the other hand, 17 schools included in the list for September have not been inspected. The inspection of Bensonvale, Herschel, was transferred to a later period of the year; Hohobeng and Musong, in the same district, were closed on account of an outbreak of small-pox. The new teacher of Zuurbron, Aliwal North, had not arrived at the time of my inspection visit. Rietfontein, in Wodehouse, has brief periods of activity, which have not thus far coincided in time with my visits to the neighbourhood. The remaining 12 schools are newly started, and will fall into their proper inspection Quarter next year. The number of schools inspected for the first time this year was 32, but in this number are included 9 which had been in abeyance for a longer or shorter period. Of the 26 new schools of last year 6 did not last a year, leaving 20 still in existence. The informal visits made number 116, against 109 last year. Irregularities of the kind mentioned in previous reports continue to be found, though not so frequently as formerly. There is one point which it seems desirable to insist upon again, and that is the need of a lockfast place in every school for the safe custody of and ready access to school records.

V. *Pupils' Attainments at Inspection.*—Table E gives a view of the results of the year's inspection, arranged according to the classes of schools, and supplies material for estimating the progress made. The figures show a remarkable resemblance to those of previous years, especially in the relative percentages in the several Standards. Table F gives the percentages in another form. The decrease in the percentage of Coloured pupils above Standard IV. is due to the fact that the figures for Bensonvale, the only school in the Circuit having a considerable number in the higher Standards, are not included in this report.

E.—CLASSIFICATION OF PUPILS.

CLASS OF SCHOOL.	No. of Schools Inspected.	Pupils Enrolled.	Pupils Present.	Sub-Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Pupil Teachers.	Percentage above Standard IV.
A 1	2	443	437	94	54	50	49	70	42	45	16	13	4	27.4
A 2	2	278	267	66	20	57	31	35	21	7	19	11	...	22.6
A 3	35	854	831	350	120	141	92	59	39	24	6	...	...	8.3
E.	1	33	27	20	3	4	...	...	...	...	...	...	...	...
P.F.	40	310	307	73	64	79	40	28	18	3	2	...	...	7.4
Poor	15	533	512	263	97	81	43	20	8	...	...	...	...	1.5
B	51	3455	3167	2007	334	418	209	139	48	8	...	...	1	1.9
C 1	1	44	43	...	...	...	...	...	...	...	...	...	43	100.0
Totals, 1905	147	5950	5591	2873	692	830	464	351	176	87	43	24	51	...
Do., 1904	122	5897	5550	2899	631	803	526	309	172	100	20	25	...	...
Percentages, 1905	...	...	...	51.3	12.3	14.8	8.3	6.2	3.1	1.5	0.7	0.4	0.9	6.6
Do., 1904	...	...	...	52.2	11.1	14.4	9.3	5.5	3.0	1.8	0.3	0.4	1.1	6.5

F.—STANDARD OF ATTAINMENT IN WHITE AND COLOURED SCHOOLS.

PUPILS.	All Schools.		White Schools (omitting E).		Coloured Schools (omitting C 1).	
	Percentages.		Percentages.		Percentages.	
	1905.	1904.	1905.	1904.	1905.	1904.
In Standard I. and below...	63.6	63.6	39.8	53.0	74.0	70.4
In Standard V. and above	6.6	6.5	11.8	11.2	1.8	2.6

VI. Pupils' Progress.—In the 147 schools inspected during the year are comprised 108 in which the progress made can be estimated by a comparison of the results attained in two successive years. Of the remaining 39 schools, 32 were inspected for the first time this year, 1 was a Training school, and in the others the records of inspection were not available.

Table G gives the particulars for the different classes of schools. The total number presented in Standards was 2,788, an increase of 70 for the year. Of these 2,140 were successful, a percentage of 76.7. This is a decided advance on last year's results, the percentage then being 73.3. Of the number presented in Standards, 1,937, or 69.4 per cent., had been in school the year before also. The proportion attaining a higher grade has risen from 73.9 per cent. last year to 79.8 per cent. this year. In 75 schools all the pupils enrolled were present on the day of inspection; in 35 all passed in the Standard in which they were presented; in 21 all the pupils advanced a stage; and in 9 schools all these marks of excellence were found. The corresponding figures for 1904 are, 60, 16, 9 and 9.

G.—PROGRESS OF PUPILS AT INSPECTION.

CLASS OF SCHOOL.	Presented in Standards.	Passed.	Percentage of Passes.	Present also at preceding Inspection.	Placed in higher Standard.	Placed in same Standard.	Placed in lower Standard.	Percentage placed in higher Standard.	Percentage placed in higher Standard, 1904.
A 2	193	171	88.5	132	123	9	...	93.9	93.0
A 3	503	410	81.5	340	293	47	...	86.1	81.5
E.	7	5	71.4	1	1	...	...	100.0	33.3
P.F.	242	198	81.8	132	117	15	...	88.6	72.1
Poor	261	203	77.7	146	122	24	...	83.5	74.6
B	1249	849	67.9	944	665	276	3	74.4	66.6
Totals	2788	2140	76.7	1937	1546	388	3	79.8	73.9

VII. Subjects of Instruction.—The leading subjects were treated somewhat fully in last report, and the results of the year's work do not seem to call for any fresh remarks. The general trend is towards improvement in methods of imparting instruction and in the results achieved. The Vacation Courses for teachers do much good in this way, especially in respect of what are called, for want of a better name, the Extra Subjects. These subjects are being taken up more widely every year, and there are fewer teachers who are content to teach only the three R's. The figures given below will serve to show what progress has been made in this Circuit since last report. There are 23 schools which at the time of inspection had not taken up any of the subjects under discussion. In 6 of these schools there was one teacher with between 30 and 40 pupils at all stages of advancement. It is difficult to see how in such circumstances the teacher can find time for even the most elementary branches of instruction. The remaining schools were for the most part newly opened at the time of my visit, and attention was being given to the essential subjects.

PUPILS UNDER INSTRUCTION IN EXTRA SUBJECTS.

SUBJECT.	Number of Schools.		Number of Pupils.	
	1905.	1904.	1905.	1904.
	Singing	79	62
Needlework	93	72
Drill	73	49
Drawing	46	31
Dutch Grammar	24	8
Woodwork	4	4
Instrumental Music	33	10
Latin	7	5
Geometry	6	5
Algebra	6	5

There are, besides, a few pupils in *Physics, Greek, French, Kafir* and *Sesuto*. The numbers given for Instrumental Music are very far from being complete, as they take account only of the cases, mostly Farm schools, where the teacher takes this subject as part of the work. The numbers given for Dutch Grammar, too, are misleading, for in a large number of schools Dutch with its Grammar is taken as a Standard subject.

VIII. Teachers.—Of the 233 teachers found in the schools at the time of inspection 114 were certificated and 119 uncertificated. The percentage of certificated teachers is thus 48.9, an advance on last year's results of more than 3 per cent. The proportion of certificates has fallen off in Barkly East, but the other parts of the

Circuit show progress. The decided advance made in the district of Herschel is due to the results of the Vacation Course held there in December, 1904. Table H, which is made up from the inspection reports, gives the details of qualifications. Table I, compiled from the Quarterly Statistics, deals with the sex of the teachers.

H.—QUALIFICATIONS.

(This table includes only Teachers in Schools Inspected.)

DIVISION.	CERTIFICATED.						Un-certificated.	Percentage Certificated.	
	P.C.	Other British	T 2.	T 3.	Miscel.	Total.		1905.	1904.
Aliwal North ...	6	...	4	26	...	36	20	64·2	59·5
Barkly East ...	1	...	1	15	...	17	22	43·6	60·0
Herschel ...	2	...	1	26	1	30	54	35·7	25·0
Wodehouse ...	1	2	4	24	...	31	23	57·4	56·8
Totals ...	10	2	10	91	1	114	119	48·9	45·6

I.—SEX.

(Based on Quarterly Statistics.)

DIVISION.	Male.	Female.	Total.	Percentage of Male Teachers.		
				1905.	1904.	
				Aliwal North	24	25	49	48·9	35·2
Barkly East	13	25	38	34·2	40·0
Herschel	45	49	94	47·8	47·0
Wodehouse	17	44	61	27·8	39·1
Totals	99	143	242	40·4	41·6

Academic qualifications are held by 22 teachers in the Circuit. They are :—M.A., 4; B.A., 2; LL.A., 1; Intermediate, 3; Matriculation, 12. The total number with University training last year was 15.

In the schools inspected in two successive years there were this year 202 teachers. Of these 117, or 58 per cent., were present the previous year also. The proportion last year was 59, almost the same. In 50 of the schools inspected twice the staff was unaltered; 26 had a partial change; in 36 the whole staff was different. The corresponding numbers for last year are, 45, 28 and 22.

The number of pupil-teachers in the Circuit, as given in the Quarterly Statistics for September, was 61, an increase of 10 on last year. There were 34 of the First Year, 17 of the Second, and 10 of the Third. Of the White pupil-teachers, in number 10, Aliwal North Public school has 7, Dordrecht has 1, and Indwe 2. Bensonvale Training school has 44 of the coloured pupil-teachers and Aliwal North Primitive Methodist Mission School has 7.

IX. *Libraries.*—Though the number of schools in the Circuit has increased considerably, there has been but slight increase in the number of libraries.

J.—SCHOOLS POSSESSING LIBRARIES.

	A 1.	A 2.	A 3.	Other Schools.	Total.	
					1905.	1904.
					Number of Schools in Circuit	2	2	41	108	153	130
Number Possessing Libraries	2	2	6	3	13	12

X. *Buildings.*—Aliwal North First Class School has outgrown its accommodation, and extensive enlargements have been sanctioned. The new buildings for Barkly East Second Class School are now partly completed. Lady Grey Second Class School is again in need of additional room, owing to the increased enrolment. Of the Third Class schools mentioned in last report, Jamestown and Rhodes have been enlarged; the Indwe scheme has made but little progress; no change has taken place in the other schools. Among Poor schools, Indwe is the most pressing case, the present accommodation being quite unsuitable. The new Third Class schools at Hillbury and Ravensfell, in Barkly East, Herschel, and Boshoffs kraal, in Wodehouse, are satisfactory. Broedersbank, Bultfontein and Marshallskraal, in Aliwal North, and Bothashoek, Welgevonden and Willow Park, in Wodehouse, are fair, but in some of these cases the accommodation has been improved since my last visit.

The B schools are for the most part fairly housed, but in many cases the furniture is poor and insufficient. A new building for school purposes is much needed at Bensonvale. The other B schools of the Circuit which may certainly be described as unsatisfactory are, Lady Grey (Wes.), Barkly East (Wes.); Bamboes Spruit (Wes.), Kromme Spruit (Wes.), Macacuma (Wes.), Mdogo (Wes.) and Skisezana (Wes.), all in Herschel.

I have the honour to be,

Sir,

Your obedient Servant,

JOHN S. PRESSLY.

13th January, 1906.

19.—INSPECTOR R. REIN'S REPORT.

[CIRCUIT.—BIZANA, FLAGSTAFF, LUSIKISIKI, MATATIELE, MOUNT AYLIF, MOUNT CURRIE AND UMZIMKULU.]

SIR,—I have the honour to submit to you my Report for the year ended 30th September, 1905.

I. *Administration.*—My Circuit has remained unaltered. The work during the year under review was so arranged that at least four of the divisions were visited in every Quarter, either for the yearly inspection or for informal visits and the inspection of sites for new schools.

II. *Supply of Schools.*—The number of schools in operation in my Circuit in the Third Quarter, 1904, was 112. The corresponding number in the Third Quarter 1905, was 124. Thus there was an increase of 12 schools on the preceding year, 10 of them being Coloured Schools. Bizana P.F. School has, after a year's life as such, again become an A 3 School, and Matatiele A 3 has been raised to the Second Class. In Mount Currie district the number of Private Farm Schools in operation is 3, according to the official list, but in reality there were four at work. One, the P.F. School at Springville, omitted to send in its first Quarterly Return in September, and was in consequence regarded as closed. It is very satisfactory to find that Umzimkulu A 3 has at last been revived. The Evening School, which was opened in Kokstad for native youths at work, had the short life of two Quarters. With regard to the other Coloured Schools 10 were opened or re-opened, Matatiele contributing four, Umzimkulu and Mount Ayliff two each, and Lusikisiki and Mount Currie one each. No C Schools were closed during the year. The number of schools in the preparatory stage is large, and a considerable increase may be inspected during the current year. In Tables A and B full statistics are given of the number and classification of schools in the Circuit, as well as the changes caused by the opening and closing of schools during the year.

A.—NUMBER OF SCHOOLS.

MAGISTRACY.	A 2.	A 3.	P.F.	C.	Total, 1905.	Total, 1904.	Increase.
Bizana ...	...	1	...	5	6	6	...
Flagstaff ...	...	1	...	5	6	6	...
Lusikisiki ...	...	1	...	5	6	5	1
Matatiele ...	1	1	1	31	34	31	3
Mount Ayliff ...	...	...	2	15	17	15	2
Mount Currie ...	1	1	3	14	19	16	3
Umzimkulu ...	...	1	...	35	36	33	3
Totals, 1905 ...	2	6	6	110	124	...	...
Do., 1904 ...	1	6	5	100	...	112	...
Increase ...	1	...	1	10	...	...	12

B.—SCHOOLS OPENED AND CLOSED.

(1) *Schools Opened.*

MAGISTRACY.	A 2.	A 3.	E.	P.F.	C.	Total, 1905.	Total, 1904.	Increase.
Bizana	1	...	...	...	1	4	-3
Flagstaff
Lusikisiki	1	1	1	...
Matatiele	4	4	2	2
Mount Ayliff	2	2	...	2
Mount Currie	1	2	1	4	3	1
Umzimkulu	1	...	...	2	3	3	...
Schools opened: Totals	...	2	1	2	10	15	13	2

*These figures are for the period 1st July, 1903, to 30th June, 1904.

(2) Schools Closed.

MAGISTRACY.	A 2.	A 3.	E.	P.F.	C.	Total, 1905.	Total, 1904.	Increase.
Bizana	1	...	1	1	...
Flagstaff	2	-2
Lusikisiki
Matatiele	1	...	...	...	1	1	...
Mount Ayliff	1	-1
Mount Currie	1	...	...	1	4	-3
Umzimkulu	1	-1
Schools closed: Totals	...	1	1	1	...	3	10	-7
Result of Reclassification	1	-1	...	...	...	...	...	...
Net Increase ...	1	...	...	1	10	12	...	...

* These figures are for the period 1st July, 1903, to 30th June, 1904.

III. *Enrolment and Attendance.*—Tables C and D give particulars regarding the state of enrolment and average attendance for each magistracy during the Third Quarters respectively of 1905 and 1904, together with the results deduced from them.

C.—ENROLMENT.

MAGISTRACY.	White.		Increase.	Coloured.		Increase.	Total.		Increase.	Percentage Increase.	
	1905	1904		1905	1904		1905	1904		1905.	1904.
Bizana ...	10	8	2	250	228	22	260	236	24	10.2	-2.1
Flagstaff ...	15	21	-6	374	317	57	389	338	51	15.1	-15.3
Lusikisiki ...	15	15	...	269	232	37	284	247	37	14.9	-6.8
Matatiele ...	133	143	-10	1831	1803	28	1964	1946	18	0.9	6.9
Mount Ayliff ...	19	22	-3	895	713	182	914	735	179	24.4	-15.3
Mount Currie ...	194	177	17	629	694	-65	823	871	-48	-5.5	-6.8
Umzimkulu ...	12	...	12	1800	1856	-56	1812	1856	-44	-2.4	1.1
Totals ...	398	386	12	6048	5843	205	6446	6229	217	...	...
Percentage Increase, 1905	...	...	3.1	...	...	3.5	...	...	...	3.5	...
Do. 1904	...	...	-7.2	...	...	-1.8	...	...	...	...	-2.1

It will be seen that the total increase in the enrolment amounts to 217, or 3.5 per cent., as against a decrease of 2.1 per cent. last year. The low figures of enrolment in European schools, though it constitutes a slight improvement on last year's figures (12, or 3.1 per cent.) is hardly satisfactory. It must be mentioned, however, that the number of European children actually attending school is considerably larger than that given. In Kokstad alone from 50 to 80 children, mostly girls, attend a private school and the upper branch of the Mount Carmel Convent School which is not under Government control. The percentage of attendance to enrolment, as shown by the table given below, has slightly fallen off. This is due to the irregularity of attendance in most native schools during the ploughing and reaping seasons, and also to an epidemic of measles in several parts of my Circuit. Like last year the attendance appears to have been most regular in the Bizana and Mount Ayliff Magistracies.

D.—AVERAGE ATTENDANCE.

MAGISTRACY.	Pupils Enrolled.	Average Attendance.	Percentage, 1905.	Percentage, 1904.
Bizana ...	260	224	86.2	89.8
Flagstaff ...	389	315	80.9	80.5
Lusikisiki ...	284	230	80.9	82.2
Matatiele ...	1964	1659	84.5	88.1
Mount Ayliff ...	914	789	86.3	89.1
Mount Currie ...	823	681	82.7	86.4
Umzimkulu ...	1812	1545	85.3	82.6
Totals, 1905	6446	5443	84.5	...
Do. 1904	6229	5342	...	85.7

IV. *Inspection of Schools.*—During the twelve months under review 124 schools were formally inspected, twelve of them twice during the year. Eighty-four informal visits were paid, as opportunity offered or circumstances required, to schools drawing Government grant. Twenty-six visits were also paid to new school sites or to schools qualifying for grant. The majority of the schools so visited satisfied the conditions warranting the issue of grants, while several of the school sites had to be refused as being too close to schools already recognised. With reference to the surprise visits I am glad to state that irregularities of a serious nature are becoming quite exceptional. In this connection I should like, however, to impress on all teachers the necessity of having their own copies of reading books used by their classes, of adhering to their time-table, of using two successive numbers of a series of copybooks in each Standard, and of furnishing absolutely correct quarterly returns, all figures being taken from the Summary register.

V. *Pupils' Attainments at Inspection.*—In Table E will be found for the different classes of schools inspected during the year, the number of pupils enrolled and present at inspection, and the classification of these after inspection; also the totals and percentages for the different Standards in all schools for 1905 and 1904, and the percentage of pupils above Standard IV.

E.—CLASSIFICATION OF PUPILS.

CLASS OF SCHOOL.	No. of Schools Inspected.	Pupils Enrolled.	Pupils Present.	Sub-Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Pupil Teachers.	Unclassified.	Percentage above Standard IV.
A 2 ...	1	103	102	16	7	5	16	17	17	9	8	4	3	...	40.2
A 3 ...	7	282	276	83	35	45	45	36	19	7	2	2	2	...	11.6
E ...	1	20	12	7	1	3	1	...	...	...	...	...	...	...	...
P.F. ...	6	56	56	8	8	14	16	5	3	2	...	...	...	...	8.9
C ...	109	5777	5265	3173	839	690	412	122	29	...	...	...	...	...	0.55
Totals, 1905	124	6238	5711	3287	890	757	490	180	68	18	10	6	5	...	...
Do. 1904	117	6287	5765	3430	849	746	451	212	46	14	8	5	4	...	...
Percentages, 1905 ...	...	...	91.5	57.5	15.6	13.2	8.6	3.1	1.2	0.3	0.17	0.1	...	...	1.87
Percentages, 1904 ...	...	...	91.7	59.5	14.7	13.0	7.8	3.7	0.8	0.2	0.14	0.1	...	...	1.33

The above table brings out two satisfactory points, viz., a decreasing percentage in Sub-Standards and an increasing percentage in the higher Standards, except in Standard IV.

F.—STANDARD OF ATTAINMENT IN WHITE AND COLOURED SCHOOLS.

PUPILS.	All Schools.		White Schools.		Coloured Schools.	
	Percentages.		Percentages.		Percentages.	
	1905.	1904.	1905.	1904.	1905.	1904.
In Standard I. and below	73·1	74·2	36·1	39·0	76·1	62·2
In Standard V. and above	1·8	1·3	17·9	13·9	0·5	0·03

Here we find that White schools show an improvement in both groups, a smaller percentage in Standard I. and below, and a higher percentage in Standard V. and above, while the Coloured schools show a higher percentage in both groups. When Standards II., III. and IV. are considered as a group, the European schools show the satisfactory advance of from 47·5 per cent. to 50·5 per cent., and the Native schools the smaller advance of from 22·4 per cent. to 23·3 per cent.

VI. *Pupils' Progress.*—The following table deals with the success of pupils in passing their standards, and their progress from one standard to another. The figures for success refer to 124 schools inspected, while those for progress relate to 108 schools, the results in the remaining schools not being comparable with those of a previous inspection.

G.—PROGRESS OF PUPILS AT INSPECTION.

CLASS OF SCHOOL.	Presented in Standards.	Passed.	Percentage of Passes.		Present also at preceding Inspection.	Placed in higher Standard.	Placed in same Standard.	Placed in lower Standard.	Percentage placed in higher Standard.	Percentage placed in higher Standard, 1904.
			Presented	Passed						
A 2 ...	83	77	92·7	73	68	5	...	93·1	91·3	
A 3 ...	194	169	87·1	104	92	12	...	88·4	65·5	
E ...	6	2	33·3	...	...	...	...	...	...
P.F. ...	50	37	74·0	26	21	5	...	80·7	60·0	
C ...	2468	1603	64·9	1980	1286	693	1	64·9	57·6	
Totals ...	2801	1888	67·4	2183	1467	715	1	67·2	59·2	

A general improvement is noticeable in all classes of schools both in "Success" and "Progress." It is most marked in A 3 and P.F. schools in which the percentages were rather low last year. The only A 2 school in the Circuit at the time of inspection, again takes the lead, while the C schools naturally stand last.

VII. *Subjects of Instruction.*—Though in *English Reading* there is a decided improvement in many native schools, more particularly as regards fluency and proper phrasing, it is a regrettable fact, that the general teaching of it is far from what it should be. Much too little, if any, time is given to discussing, explaining and questioning on the subject matter of the reading lesson. In some cases where this oral work is tried the attempt is so crude as almost to be useless. *Translation* is indispensable in native schools, but it cannot supersede object lessons on common objects, and the oral instruction spoken of above. Where the few lines of *Recitation*,

demanding from each Standard, are treated as a mere memory test, and this is a frequent occurrence, the exercise is rendered valueless, the more so, if the minimum number of lines is adhered to, irrespective of the length of the poem. Every piece of poetry which is to be committed to memory, should be carefully explained and fully understood by the pupils; but many instances have come to my notice where teachers have shown themselves incapable of explaining the simplest allusions. Yet, when a new series of Readers was introduced only two out of every ten teachers thought it necessary to acquire a copy for themselves. This fact throws a side-light on the conscientiousness of the native teacher. *Writing* on slates is fair in most schools; wherever it is bad it is the fault of the teacher. The remedy lies in correct teaching in the Sub-Standards, for it is in the Sub-Standards that the correct formation, and correct junction of letters must be taught. *Copybook writing* lacks in many schools the needful supervision and real teaching by means of the blackboard. *Spelling* is, generally speaking, a weak subject in European schools, while in some of the Coloured schools it is sometimes surprisingly good. In *Written Arithmetic*, Numeration and Notation are sometimes insufficiently taught. The answer to straightforward questions is generally correct, though the method is not always the best. *Mental Arithmetic* is receiving increased attention, and in some schools a gradual improvement is noticeable. *Grammar* is on the whole fairly done, though the teaching could frequently be on better lines. *Geography*, when taught with reference to the maps, and not simply as a collection of names, is very satisfactory. *Map-drawing* is not practised extensively enough; in native schools it is absolutely bad. *Composition* is, as a rule, of the poorest quality in Standard IV. In two of the schools that do Standard V. work I was glad to find some improvement. More oral and more blackboard work from the Sub-Standards upwards would be helpful to prepare for exercises in composition. *History*, as taught in the native schools, is hardly more than a disconnected knowledge of a few dates and facts. *Drill* and *Singing* have received a fresh impetus from the Vacation Courses. In *Sewing* a falling off is noticeable. *Woodwork* has been taken up with great zeal in one of the two A 2 schools. *Latin*, *Euclid* and *Algebra* are taught in three schools, *French* in one.

VIII. *Teachers.*—Notwithstanding that the proportion of certificated teachers in my Circuit is still low, the advance in the percentage in all its divisions is gratifying. The number of male teachers, too, is higher than last year. Of course, a fair proportion of those teachers that are classed as uncertificated have had partial professional training. Eleven pupil-teachers in all were successful in their examinations, 6 gaining the P.T. I., 2 the P.T. II., and 3 the P.T. III. Certificate. Besides these, 6 acting teachers have improved their qualifications. In this connection I must mention the Private Training Institution at Mvenyane, which was started by the Moravian Mission four or five years ago, and gives its pupils a very sound and thorough training. Of the 7 pupils that were sent up last year for the first and second year's examinations, not less than 6 were successful. The facts relating to Qualifications and Sex are shown in the following tables.

H.—QUALIFICATIONS.

(This Table includes only Teachers in Schools Inspected.)

MAGISTRACY.	Certificated.				Uncertificated.	Percentage Certificated.	
	P.C.	T 2.	T 3.	Total.		1905.	1904.
Bizana	1	1	5	16·6	...
Flagstaff	2	2	8	20·0	18·2
Lusikisiki	2	2	5	28·6	16·6
Matatiele	1	15	16	47	25·4
Mount Ayliff	4	4	23	14·8	3·8
Mount Currie	6	8	23	25·8	25·0
Umzimkulu	8	8	46	14·8	12·2
Totals ...	2	1	38	41	157	20·5	15·14

I.—SEX.

(Based on Quarterly Statistics.)

MAGISTRACY.	Male.	Female.	Total.	Percentage of Male Teachers.	
				1905.	1904.
				Bizana	4	4	8	50·0	16·6
Flagstaff	2	9	11	18·2	30·0
Lusikisiki	5	3	8	62·5	57·1
Matatiele	40	21	61	65·6	59·6
Mount Ayliff	10	15	25	40·0	46·1
Mount Currie	14	17	31	45·1	48·5
Umzimkulu	25	30	55	45·5	44·9
Totals	100	99	199	50·2	48·1

IX. *Libraries.*—No advance has been made in the number of schools possessing libraries. Table J shows this.

J.—SCHOOLS POSSESSING LIBRARIES.

	A 2.	A 3.	Other Schools.	Total.	
				1905.	1904.
Number of Schools in Circuit ...	2	6	116	124	112
Number possessing Libraries ...	2	1	...	3	3

X. *School Buildings and Furniture.*—Very little has been done in the way of building during the year. The erection of the school building and boarding house for the Matatiele A 2 school, for which excellent plans have been drawn up and passed, has been delayed by the impossibility of obtaining the building loan from the Government. In the meantime the school as well as the boarding establishment is housed in premises which are not adequate to the requirements and hinder full development. With reference to the A 3 schools, only the Kokstad Convent School occupies good premises. The rest have only one class-room. Cedarville A 3 needs an additional wing. Lusikisiki A 3 school is held in the Anglican Church building, Bizana and Umzimkulu in the former court-rooms. Flagstaff schoolroom, though improved by a wooden floor, is low and badly lighted. Of the Private Farm schools four are conducted in satisfactory buildings. One, Herbergfontein, which was occupying an unsuitable room, has been closed since the inspection. The Mount Ayliff P.F. school, the present village school, has absolutely bad quarters. Of the numerous C schools 20 buildings were classed as satisfactory, 78 as fair, 9 as unsatisfactory, and 3 as condemned. The schools for which better buildings are urgently required, are Lower Rolweni (E.C.), Mapfontein (Fr. Ev.), and Engwazana (Wes.). The full classification of buildings is shown in the accompanying table. Concerning furniture, I have nothing to add to last year's report.

SCHOOL BUILDINGS.

MAGISTRACY.	A 2.		A 3.		P.F.			C.				Total.
	Sat.	Un-satis.	Sat.	Fair.	Sat.	Un-satis.	Con-demn'd	Sat.	Fair.	Un-satis.	Con-demn'd	
Bizana ... ..	...	...	...	1	...	...	...	...	5	...	...	6
Flagstaff ... ..	...	...	...	1	...	...	...	...	5	...	...	6
Lusikisiki ... ..	...	...	...	1	...	...	...	...	5	...	...	6
Matatiele ... ..	...	1	...	1	...	1	...	7	20	2	2	34
Mount Ayliff ... ..	...	...	...	...	1	...	1	...	12	2	1	17
Mount Currie	1	...	1	...	3	...	...	3	10	1	...	19
Umzimkulu ... ..	...	...	...	1	...	...	...	10	21	4	...	36
Totals	1	1	1	5	4	1	1	20	78	9	3	124
Percentage sat. ...	50·0	...	16·6	...	66·6	...	...	18·2	...	...	...	13·0
Do. fair ... ..	...	...	83·3	...	...	...	...	70·9	...	...	...	67·0
Do. unsatis. ...	50·0	...	...	...	16·6	...	...	8·2	...	...	...	9·0
Do. condemned ...	...	...	...	...	16·6	...	...	2·7	...	...	...	3·2

In conclusion I would again express my indebtedness to all missionary superintendents, school managers and others, who have interested themselves in education and have in many ways given me valuable help in the execution of my duties.

I have the honour to be,

Sir,

Your obedient Servant,

ROBERT REIN.

Chiselhurst,
10th January, 1906.

20.—INSPECTOR T. W. REIN'S REPORT.

[CIRCUIT.—FORT BEAUFORT, PEDDIE, STOCKENSTROM AND VICTORIA EAST.]

SIR,—I have the honour to submit my Report on the state of education in this Circuit for the year ended 30th September, 1905.

I. *Administration.*—The division of work laid down in my last report has been adhered to as closely as possible. During the First Quarter of the statistical year my time was completely occupied with formal inspections, viz., with the inspection of the schools in the Peddie division and with the inspection of the Practising School at Healdtown and of the Practising and Industrial Schools at Lovedale. During the Second and Third Quarters all the schools in the divisions of Fort Beaufort, Stockenstrom and Victoria East were inspected, with the exception of those at Lovedale and Healdtown; the rest of the time was occupied with informal visits. The first three weeks of the Fourth Quarter were again devoted to informal visits, and the last eight weeks were spent in the inspection of the two Native Training schools in this Circuit.

II. *Supply of Schools.*—Table A shows the number and classification of schools in existence in the several divisions of the Circuit during the quarter ended 30th September, 1905. The totals for the corresponding quarter of 1904 are also given for the sake of comparison.

Table B gives details regarding the number and classes of schools opened and closed during the year under review.

A.—NUMBER OF SCHOOLS.

DIVISION.	A 1.	A 2.	A 3.	P.F.	Poor.	B.	C 1.	C.	Total 1905.	Total 1904.	Increase.
Fort Beaufort ...	2	...	2	8	3	14	1	...	30	28	2
Peddie ...	...	1	6	6	...	25	.	1	39	34	5
Stockenstrom ...	...	1	8	1	3	6	...	...	19	16	3
Victoria East ...	...	1	3	4	1	17	1	2	29	23	6
Totals, 1905 ...	2	3	19	19	7	62	2	3	117	...	...
Do. 1904 ...	2	3	15	15	6	54	2	4	...	101	...
Increase ...	...	...	4	4	1	8	...	-1	...	...	16

B.—SCHOOLS OPENED AND CLOSED.

(1) *Schools Opened.*

DIVISION.	A 3.	P.F.	Poor.	B.	C.	Total 1905.	Total 1904.	Increase.
Fort Beaufort	1	3	...	2	...	6	3
Peddie	1	3	...	1	...	5	7
Stockenstrom	2	1	...	1	...	4	2
Victoria East	1	1	1	4	...	7	4
Schools Opened: Totals	5	8	1	8	...	22	16	6

* These figures are for the period 1st July, 1903, to 30th June, 1904.

(2) Schools Closed.

DIVISION.	A 3.	P.F.	Poor.	B.	C.	Total 1905.	Total 1904.	In- crease.
Fort Beaufort	1	3	...	...	...	4	4	...
Peddie ... ..	...	...	...	...	...	...	6	-6
Stockenstrom ... ..	...	...	...	1	...	1	3	-2
Victoria East ... ..	...	1	...	...	...	1	3	-2
Schools Closed: Totals	1	4	...	1	...	6	16	-10
Result of Reclassification	...	...	..	1	-1	...	...	...
Net Increase	4	4	1	8	-1	16	...	...

* These figures are for the period 1st July, 1903, to 30th June, 1904.

From the first table it will be seen that the number of schools in operation at the end of the September quarter, 1905, was 117, as against 101 for the corresponding quarter of 1904. There is, therefore, an increase of 16 schools since the previous year. To this increase White schools have contributed 9 and Coloured schools 7. The increase in White schools is found in Peddie (4), Stockenstrom (3) and Victoria East (2). In Fort Beaufort the number of White schools has remained unchanged. The additional schools for Coloured children are found in the divisions of Fort Beaufort (2), Peddie (1) and Victoria East (4). In Stockenstrom 1 new school for Coloured children has been opened, viz., Hertzog (D.R.C.) B; but this increase has been counterbalanced by the loss of another Coloured school, viz., Readsdales (Ind.) B, which has been temporarily closed. Although this increase of 16 schools is very gratifying, it must again be pointed out that the need of additional schools for White children is very urgent in every division of the Circuit. I regret to say that nothing whatever has as yet been done to meet this want at Readsdales and Buxton, in the division of Stockenstrom. At Upper Mancazana the efforts of the people to resuscitate the A 3 school proved fruitless, as a suitable teacher could not be secured. A Poor school has at length been established at Calmoesfontein, Victoria East. At Hogsback a building has been erected, and efforts are now being made to secure a teacher. Nothing whatever has, however, been done at Kemp, where ignorance and apathy reign supreme. In Fort Beaufort the centres where schools are most needed are Waterkloof, Aasvogelkrantz, Nooitgedacht and Winterhoek. In the division of Peddie it will be sufficient to name Willowpark and Newcastle.

III. *Enrolment and Attendance.*—Table C gives for each division the average enrolment of White and Coloured children during the September quarters of 1905 and 1904 respectively, and shows the increase or decrease, as the case may be, in the several divisions and in the whole Circuit.

C.—ENROLMENT.

DIVISION.	White.		Increase.	Coloured.		Increase.	Total.		Increase.	Percentage Increase	
	1905.	1904.		1905.	1904.		1905.	1904.		1905.	1904.
Fort Beaufort	445	456	-11	1310	1268	42	1755	1724	31	1.8	5.1
Peddie	234	219	15	1406	1413	-7	1640	1632	8	0.5	10.5
Stockenstrom	328	264	64	362	419	-57	690	683	7	1.3	3.9
Victoria East	241	196	45	1622	1216	406	1863	1412	451	31.9	-10.3
Totals	1248	1135	113	4700	4316	384	5948	5451	497	...	...
Percentage Increase, 1905 ...	...	...	9.9	...	...	8.9	...	...	...	9.1	...
Percentage Increase, 1904 ...	...	...	3.2	...	...	0.5	...	...	...	...	1.0

The only division which shows a decrease in White pupils is Fort Beaufort, where, as we have seen above, the number of schools has remained unchanged. In the other three divisions there is an increase in White pupils corresponding to the increase in the number of schools. In the case of Coloured children, Fort Beaufort shows a small increase, 3.3 per cent., and Victoria East a very substantial increase, viz., 33.4 per cent. This is due mainly to the re-opening of the schools at Ely and Sheshegu and also of two others whose grants had been temporarily suspended. In Peddie, although the number of schools has been increased by one, the enrolment shows a slight fall. The decrease in Stockenstrom is explained by the temporary closing of the school at Readsdales, with an average enrolment of about 70. Taking the figures for the whole Circuit, we have a net increase of 113 White pupils, or 9.9 per cent., and of 384 Coloured pupils, or 8.9 per cent. This gives a total increase of 497 pupils, which is equivalent to an increase of 9.1 per cent.

Table D gives for each division the number of pupils enrolled, and the average number of pupils in attendance during the September quarter, 1905. The totals and percentages for 1904 are also given.

D.—AVERAGE ATTENDANCE.

DIVISION.	Pupils Enrolled.	Average Attendance.	Percentage, 1905.	Percentage, 1904.
Fort Beaufort	1755	1468	83.6	84.0
Peddie	1640	1222	74.5	73.3
Stockenstrom	690	555	80.4	81.5
Victoria East	1863	1570	84.3	86.9
Totals, 1905	5948	4815	80.9	...
Do. 1904	5451	4429	...	81.2

The average attendance for the whole Circuit is 80.9 per cent., as compared with 81.2 per cent. in 1904 and 79.2 per cent. in 1903. Probably owing to the wet weather that prevailed during the September quarter, every division shows a slight falling off since the previous year, with the exception of Peddie, which alone shows a slight but gratifying improvement. Peddie is also the division in which, owing to its large number of Native schools, an improvement is most needed. The average attendance in the Mission schools in this division is, this year, 72.1 per cent., as against 70.6 per cent. in 1904. This improvement is no doubt in a measure due to the enforcement of the two-thirds attendance regulation.

IV. *Schools Inspected.*—During the statistical year ended 30th September, 110 formal inspections were made. As one school, however, was inspected twice during the twelve-month period, only 109 inspections will be considered in the tables that follow. Informal visits were paid to 70 schools. In one school, in the Stockenstrom division, a teacher had to be suspended for deliberate falsification of the registers, and in a few other cases teachers had to be reprimanded for want of punctuality or for teaching without a time-table. Speaking generally, however, irregularities were less frequent than in the previous year. Registration has received more careful attention, and, particularly in the case of the Peddie Schools, is now on a more satisfactory footing than was the case last year. In some schools, however, it was still found that the quarterly returns did not entirely correspond with the figures contained in the Summary Register.

My last report dealt with the period 1st July, 1903, to 30th June, 1904. Owing to the change in the statistical year the present report deals with the period 1st October, 1904, to 30th September, 1905. The September quarter, 1904, is therefore not covered by or included in either of these reports. During the quarter in question the Training Schools at Healdtown and Lovedale were inspected, and 28 informal visits were made.

V. *Pupils' Attainments at Inspection.*—Table E gives for each class of school the number of schools inspected, the number of pupils enrolled at the time of inspection, the number of pupils present at inspection, their classification after inspection, and the percentage above Standard IV. The totals and the percentages for the statistical year 1904 are also given. In this table, and also in Table F, pupil-teachers have been reckoned as above Standard V.

E.—CLASSIFICATION OF PUPILS.

CLASS OF SCHOOL.	No. of Schools Inspected.	Pupils Enrolled.	Pupils Present.	Sub-Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Pupil Teachers.	Unclassified.	Percentage above Standard IV.
A 1 ...	2	219	215	38	22	20	21	25	24	30	12	16	7...	41.4	
A 2 ...	3	254	252	61	32	34	25	31	25	21	4	6	13...	27.4	
A 3 ...	15	438	425	127	60	78	63	60	24	8	5	...	...	8.7
P.F. ...	17	166	161	35	29	28	27	25	8	8	1	...	...	10.6
Poor ...	6	208	189	94	27	25	17	20	6	...	...	...	...	3.2
B ...	61	4318	3978	1947	524	475	412	301	211	108	...	...	...	8.0
C 1 ...	2	188	186	...	...	...	...	...	...	...	...	...	186...	100.0
C ...	3	138	130	...	...	...	18	38	64	10	...	...	...	56.9
Totals, 1905	109	5929	5536	2302	694	660	583	500	362	185	22	22	206...	...	
Do. 1904	105	5664	5153	1897	751	676	573	452	362	150	30	12	225	25	...
Percentages, 1905 ...	...	...	93.4	41.6	12.5	12.0	10.5	9.0	6.6	3.3	0.4	4.3	7...	14.4
Percentages, 1904 ...	...	...	91.0	37.0	14.6	13.2	11.2	8.8	7.0	3.0	0.6	2.4	4...	15.2

In dealing with this and the following table it should be noted that the totals and percentages given for 1904 refer to the previous statistical year (1st July, 1903, to 30th June, 1904), and not to the corresponding previous twelve-month period.

An examination of these figures shows that the percentage in Sub-Standards has increased by 4.6, and that the percentage in Standard V. and above has declined by .8. This is unsatisfactory, and would indicate that the large accession to the roll which has taken place during the year in consequence of the opening of new schools has for the most part gone to swell the numbers below standard. A further cause is the two-thirds attendance regulation applied for the first time to Native schools, the effects of which will be considered under the next heading.

Table F gives for all schools, and for White and Coloured schools separately, the percentage of pupils classified after inspection in Standard I. and below, and in Standard V. and above, together with the corresponding percentages for last year.

F.—STANDARD OF ATTAINMENT IN WHITE AND COLOURED SCHOOLS.

PUPILS.	All Schools.		White Schools.		Coloured Schools (omitting C 1).	
	Percentages.		Percentages.		Percentages.	
	1905.	1904.	1905.	1904.	1905.	1904.
In Standard I. and below ...	54.1	51.6	40.8	39.7	60.0	52.1
In Standard V. and above...	14.4	15.2	19.4	21.7	9.3	8.7

VI. Pupils' Progress.—The progress made by pupils in each class of school is shown in the next table, which gives particulars regarding (1) the number and percentage of pupils who succeeded in passing the Standard for which they were presented, and (2) the number and percentage of pupils present at two successive inspections who were placed in a higher standard. The corresponding percentages of the previous statistical year are also given.

G.—PROGRESS OF PUPILS AT INSPECTION.

CLASS OF SCHOOL.	Presented in Standards.	Passed.	Percentage of Passes.	Present also at preceding Inspection.	Placed in higher Standard.	Placed in same Standard.	Placed in lower Standard.	Percentage placed in higher Standard.	Percentage placed in higher Standard, 1904.
A 1 ...	157	135	86.0	108	93	15	...	86.1	92.0
A 2 ...	176	144	81.8	126	106	20	...	84.1	73.5
A 3 ...	308	229	74.3	224	162	62	...	72.3	80.7
P.F. ...	128	101	78.9	71	52	19	...	73.2	83.8
Poor ...	105	76	72.4	80	54	26	...	67.5	84.4
B ...	2315	1366	59.0	1621	937	679	5	57.8	61.8
C ...	130	55	42.3	74	30	43	1	40.5	68.7
Totals ...	3319	2106	63.5	2304	1434	864	6	62.2	68.7

As seen in Table E the total number of pupils present at inspection was 5,536. Of these 3,319, not quite 60 per cent., were presented in Standards. Of these again 2,106, or 63.5 per cent., were successful; the percentage in 1904 was 68.4. Of the pupils presented in Standards only 2,304 had also been present at the preceding inspection. Of these, 1,434, or 62.2 per cent., were placed in a higher Standard. In 1904 the corresponding percentage was 68.7. It will be seen that there is a decline in the percentage in every class of school with the solitary exception of A 2 schools. The greatest fall is to be found in C schools. It should however be borne in mind that in 1904 the Practising Schools at Lovedale and Healdtown were included in the C schools, whereas this year, owing to regrading, they are classified under B schools. The C schools at present comprise the Domestic and Industrial School at Peddie (Ayliff Institute) and the Boys' and Girls' Industrial schools at Lovedale. The latter, as far as book-work is concerned, are virtually Evening schools, and, as only a very limited number of hours can be devoted to this part of the work, the attainments are naturally very low. In B schools the percentage of passes is but 59. If we take the divisions separately we find that this unsatisfactory feature is due to the low standard of efficiency obtaining in the Mission schools of the Peddie division. In these schools the percentage of passes is just under 40, whereas in the Mission schools of Stockenstrom, Victoria East and Fort Beaufort the respective percentages are 61.8, 67.2 and 68.2. In this connection it must also be pointed out that the enforcement of the two-thirds attendance regulation, as published in the *Education Gazette* of 2nd September, 1904, has had the effect of materially lowering the number of passes in these schools. Out of 2,315 pupils presented in Standards in the Mission schools of this Circuit no less than 402, that is 17.4 per cent., had to be disqualified in consequence of irregular attendance, and had, in accordance with the instructions issued, to be regarded as failures. In the Peddie schools the number disqualified for this reason actually amounts to 234 out of a possible 684, that is equivalent to 34.2 per cent.

VII. Subjects of Instruction.—There is much room for improvement in *Reading* and *Recitation* in Rural schools as well as in Mission schools of this Circuit. Pronunciation, phrasing, expression and intelligence are all alike in need of increased attention. *Composition* has made considerable headway in the better-class Mission schools, such as Healdtown and Lovedale; in the majority of outstation schools, and also in low-grade Country schools, it continues to be very unsatisfactory. *Written Arithmetic* has, on the whole, been attended with good results in the case of European schools, both with regard to accuracy and method. In Native schools, where the teaching is generally on most mechanical lines, it has again been a fruitful source of failure. In *Mental Arithmetic*, but little improvement can be noted. *Woodwork* is now taught in two of the Public schools of this Circuit, viz., at Adelaide A 1 and Fort Beaufort A 1.

VIII. *Teachers*.—The number of teachers employed at the time of the annual inspection of their schools was 194. Their qualifications are given in the following table.

H.—QUALIFICATIONS.

(This table includes only Teachers in Schools Inspected.)

DIVISION.	Certificated.					Un- certifi- cated.	Percentage Certificated.	
	P.C.	T 2	T 3	Mis- cellan- eous.	Total.		1905.	1904.
Fort Beaufort	5	2	28	1	36	27	57.1	58.6
Peddie	1	1	13	...	15	36	29.4	33.3
Stockenstrom	1	...	10	...	11	15	42.3	40.9
Victoria East	6	1	20	1	28	26	51.9	54.3
Totals	13	4	71	1	90	104	46.4	48.2

Twenty teachers possessed academic qualifications, 7 being graduates and 13 undergraduates. It should be noted that the above table shows the qualifications or certificates held by the teachers at the time of the inspection. As, however, 10 of the teachers given as uncertificated in the table prepared gained a certificate during the year at some Vacation Course, the decrease in the percentage of certificated teachers is apparent rather than real. If these 10 additional certificates were taken into account the percentage of certificated teachers in this Circuit would not be 46.4, but 51.5. Instead of a decrease we really should have an increase.

The next table, which is based on the statistics of the September quarter, gives a classification of teachers according to sex.

I.—SEX.

(Based on Quarterly Statistics.)

DIVISION.	Male.	Female.	Total.	Percentage of Male Teachers.	
				1905.	1904.
Fort Beaufort	25	39	64	39.0	40.0
Peddie	18	40	58	31.0	33.3
Stockenstrom	14	9	23	60.8	52.4
Victoria East	27	40	67	40.3	41.4
Totals	84	128	212	39.6	40.0

The number of pupil-teachers and acting teachers examined by me in this Circuit during the year is given in the next table. The figures for the previous twelve-month period are added for the sake of comparison.

TEACHERS IN TRAINING.

	First Year.		Second Year.		Third Year.		Total.	
	1905.	1904.	1905.	1904.	1905.	1904.	1905.	1904.
Public Schools	8	3	7	6	5	1	20	10
Native Training Schools	103	97	41	59	42	46	186	202
Acting Teachers	1	...	...	...	1	...	2	...
Totals	112	100	48	65	48	47	208	212

IX. *Libraries*.—From the following table it will be seen that the number of school libraries in this Circuit has been increased by 5 during the past twelve months. It is satisfactory to note that the want of suitable school literature has at length been met in the case of Fort Beaufort A 1, and that all the First Class and Second Class schools in the Circuit are now in possession of a library.

J.—SCHOOLS POSSESSING LIBRARIES.

	A 1.	A 2.	A 3.	Other Schools.	Total.	
					1905.	1904.
No. of Schools in Circuit	2	3	19	93	117	101
No. possessing Libraries ...	2	3	5	11	21	16

X. *School Buildings and Furniture*.—The school buildings have been classified in the following table according to their suitability for school purposes. As indicated in my last report, this classification is based on the fitness of the schools for existing needs.

BUILDINGS.	A 1.	A 2.	A 3.	P.F.	Poor.	B.	C 1.	C.	Total.
Satisfactory	1	...	7	5	3	10	1	2	29
Fair	1	1	6	5	2	33	1	1	50
Unsatisfactory ... ..	...	1	2	7	1	11	...	...	22
Condemned ... ..	...	1	...	...	...	7	...	...	8
Totals	2	3	15	17	6	61	2	3	109

In the case of 4 schools included in the condemned list steps have already been taken to provide better buildings. The schools referred to are Seymour A 2, Healdtown Practising School (Wes.) B, Hamburg (Wes.) B and Ndwayana (Wes.) B. A new building for the Poor School at Balfour is nearing completion, and a beginning will shortly be made with the new premises for the A 2 School at Alice. In the matter of furniture nothing specially worthy of note can be recorded.

I have the honour to be,

Sir,

Your obedient Servant,

THEO. W. REIN.

Fort Beaufort,
12th January, 1906.

21.—INSPECTOR ROBERTSON'S REPORT.

[CIRCUIT.—CERES, ROBERTSON, SUTHERLAND AND WORCESTER.]

SIR,—I have the honour to submit my report on this Circuit for the year ending 30th September, 1905.

Towards the end of the period under review two new fiscal divisions affecting this Circuit were formed. Montagu was cut off from Robertson and formed into a separate fiscal division. Laingsburg was also formed into a separate division, its area comprising portions cut off from the divisions of Prince Albert, Sutherland and Worcester. The whole of the area of the new divisions with the exception of the portion cut off from Prince Albert already belonged to this Circuit. The only schools affected, from an administrative point of view, are those in the portion of Prince Albert referred to, which have been transferred from Inspector Freeman's Circuit to mine. For purposes of administration it was found more convenient to consider the transfer as being made from 1st October, 1905. Thus the matter contained in this report will be confined to the four divisions mentioned above as they were constituted previous to the formation of the new divisions.

I. *Administration.*—Since the date of last report a period of fifteen months has elapsed. The Third Quarter of 1904 was spent in inspecting most of the schools in Ceres and Sutherland, and in making informal visits in the division of Worcester. In the Fourth Quarter of 1904 Inspectors Craib and Theron co-operated with me in inspecting the 3 High schools in this Circuit. The practical work of all the pupil-teachers was also taken in this quarter. The remainder of the quarter was occupied in making informal visits in the divisions of Robertson and Worcester. The earlier portion of the First Quarter of 1905 was spent in making informal visits in the divisions of Worcester and Sutherland; during the latter part most of the schools in the Worcester division were inspected, and a tour of inspection and informal visits was made through the division of Ceres. During the Second Quarter of 1905 the remaining schools in the Worcester division were inspected as well as the greater number of the schools in the Robertson division. The work of the Third Quarter of 1905 was very much like that for the corresponding quarter of 1904. It was, however, found possible to take only a few of the schools in the Ceres division, as the inspection of the remaining schools in the Robertson division had to be completed.

II. *Supply of Schools.*—Table A below shows the number of schools in existence on 30th September, 1905. The supplementary table, B, shows the number of schools opened and closed during the year. For purposes of comparison the corresponding numbers for the year 1904 are also given. In the case of Table B the figures under 1904 are for the period 1st July, 1903, to 30th June, 1904, the period covered by last report.

A.—NUMBER OF SCHOOLS.

DIVISION.	Sp.	A 1.	A 2.	A 3.	P.F.	Poor.	B.	Total, 1905.	Total, 1904.	In- crease
Ceres ... ..	...	1	1	3	4	1	3	13	11	2
Robertson ... ..	...	2	1	12	10	6	3	34	31	3
Sutherland ... ..	...	...	1	...	4	...	...	5	4	1
Worcester	2	2	1	17	5	1	2	30	30	...
Totals, 1905 ...	2	5	4	32	23	8	8	82	...	...
Do. 1904 ...	1	5	4	29	21	8	8	...	76	...
Increase ...	1	...	...	3	2	...	...	...	...	6

[G. 5—1906.]

B.—SCHOOLS OPENED AND CLOSED.

(1) Schools Opened.

DIVISION.	Sp.	A 3.	P.F.	Poor.	Total, 1905.	Total, 1904.	Increase
Ceres	3	...	3	2	1
Robertson	3	1	4	1	3
Sutherland	2	...	2	2	...
Worcester	...	1	1	...	2	3	-1
Schools Opened, Totals	1	...	9	1	11	8	3

(2) Schools Closed.

DIVISION.	Sp.	A 3.	P.F.	Poor.	Total, 1905.	Total, 1904.	Increase
Ceres	1	1	1	...
Robertson	1	...	1	1	...
Sutherland	1	...	1	1	...
Worcester	...	1	1	...	2	2	...
Schools Closed, Totals	...	1	3	1	5	5	...
Result of Reclassification	...	4	-4	...	...	...	...
Net Increase	1	3	2	...	6	...	...

* These figures are for the period 1st July, 1903, to 30th June, 1904.

The tables show a net increase of 6 schools for the whole Circuit, 3 in Robertson, 2 in Ceres and 1 in Sutherland, Worcester apparently remaining stationary. The word "apparently" is used advisedly, for were it not that the Deaf and Blind Institution, Worcester, is now, for Departmental purposes, looked upon as two separate institutions, there would be 1 school fewer in Worcester than last year. Although the change referred to has been accomplished only this year, the Deaf and Blind Institution has to all intents and purposes always been two distinct schools. There are separate staffs of teachers, altogether different methods of instruction, and the annual inspection has to be conducted on quite different lines. For purposes of inspection, and for all Departmental returns, there is an undoubted advantage in the separation which has been made. As far as the control of the Institution by the local Committee of Management is concerned no change has been made. During the year 4 Private Farm schools have been converted into A 3 schools, viz., Zoetfontein, in the division of Ceres, Wakkerstroom, in the division of Robertson, and Nomma and Wilge River, in the division of Worcester. This explains the figures in Table B in the line "result of re-classification." Wherever the number of pupils is large enough and there is a likelihood that the schools will be permanent, it is very advisable that P.F. schools should be re-classified as A 3 schools. There are a few other schools in this Circuit where such a change might very profitably be made, e.g., Olifants Doorns and Onder Noree, in the division of Robertson, and Welgemoed (Vendutie Kraal), in the division of Worcester.

During the year under review 11 new schools have been opened, while 5 have been closed. Of the 11 new schools 9 are P.F. schools, 1 classified Special, and 1 Poor. The Special school has already been referred to, viz., the Blind Institution, Worcester. The Poor school is Langvlei (Dassieshoek), near Robertson. The locality is a somewhat poor one, and repeated efforts, extending over a number of years, have been made to establish a school here, but without success. Great credit is, therefore, due to Mr. S. F. Swanepoel by whose energy a most suitable building has been erected entirely free of debt. This excellent example might very profitably be followed in other localities. Of the 5 schools closed, 3 are P.F. schools,

1 an A 3 school and 1 a Poor school. The A 3 school is Over Hex, in the division of Worcester, which was closed on account of the number of children becoming too small. Most of the children now attend the school at Roodewal. The Poor school closed is the one at Uitkomst, in the division of Ceres. It is to be hoped that an A 3 school will soon be opened in this locality as there are a number of children of school-going age in the neighbourhood.

The hope expressed in last report regarding Sutherland has not been realised; it still lags behind, only 2 new schools having been opened during the year, while 1 was closed. On the other hand, Ceres shows marked signs of awakening interest; in addition to the 3 schools opened during the year, negotiations are in hand at the time of writing for the opening of 8 others.

III. *Enrolment and Attendance.*—In Table C will be found for each division separately and for the whole Circuit the number of children on the roll on 30th September, 1905. The total number of children is given, and also the number of White and Coloured children separately. For purposes of comparison the numbers at the corresponding date of 1904 are given, and also the percentage increase for 1904 and 1905 for each division and for the whole Circuit.

C.—ENROLMENT.

DIVISION.	White.		Increase.	Coloured.		Increase.	Total.		Increase.	Percentage Increase.	
	1905.	1904.		1905.	1904.		1905.	1904.		1905.	1904.
Ceres	358	332	26	277	254	23	635	586	49	8.4	-2.2
Robertson	1379	1275	104	480	470	10	1859	1745	114	6.5	5.4
Sutherland	111	96	15	...	...	...	111	96	15	15.6	860.0
Worcester	1335	1342	-7	646	713	-67	1981	2055	-74	-3.6	4.8
Totals	3183	3045	138	1403	1437	-34	4586	4482	104	...	...
Percentage Increase, 1905	...	...	4.5	...	...	-2.4	...	...	...	2.3	...
Percentage Increase, 1904	...	...	7.5	...	...	3.2	...	...	...	...	6.1

The table shows a net increase of 104 pupils on the roll, representing a percentage increase of 2.3. This does not compare very favourably with the previous year, when the net increase was 257, representing a percentage of 6.1. As will be seen from the table the reason for the falling off in the rate of increase is due to the fact that there has been a net decrease in the Worcester division of 74 children, made up of 7 White children and 67 Coloured. The decrease of 7 White children is no doubt due to the natural fluctuation in numbers during the year. The decrease of the 67 Coloured children is a more serious matter, not only on account of the much greater actual number, but also on account of the very much larger proportion of children which it represents. The decrease of the 7 White children represents .5 per cent. of the enrolment, while the 67 Coloured children represent upwards of 10 per cent. of the enrolment, i.e., a falling off twenty times greater than in the case of the White children. This decrease in the number of the Coloured children is practically confined to 1 school, viz., the Rhenish Mission School, Worcester, and would seem to be largely due to indifference on the part of the parents. It may also be partly due to the bad times. The decrease is almost entirely in the lower part of the school. In the case of Ceres, Robertson and Sutherland there is a satisfactory increase in the numbers. It will be seen from the table that there are no schools for Coloured children in the division of Sutherland. As a missionary of the D.R.C. is now stationed at Sutherland steps will no doubt soon be taken to start a Mission school there. There are several outlying stations in this Circuit where small Mission schools might be started, such as Wilge River and Goudini, in the division of Worcester, Ashton, Klaas Voogds and Concordia, in the division of Robertson, and Rozendal, in the division of Ceres. The abnormal percentage increase for 1904 in

the case of Sutherland is due, as was explained in last report, to the fact that the Public school in the village of Sutherland, which was closed during the war, was reopened in January, 1904.

Table D shows the number of pupils on the roll, the average attendance for the quarter ending 30th September, 1905, and the percentage of attendance to enrolment. To enable a comparison to be made the figures for the corresponding quarter of 1904 are also given.

D.—AVERAGE ATTENDANCE.

DIVISION.	Pupils Enrolled.	Average Attendance.	Percentage, 1905.	Percentage, 1904.
Ceres	635	559	88·0	90·4
Robertson	1859	1555	83·7	83·2
Sutherland	111	103	92·8	94·8
Worcester	1981	1755	88·6	86·8
Totals, 1905	4586	3972	86·6	...
Do. 1904	4482	3856	...	86·0

The question of regularity of attendance is a most important one, as no satisfactory progress can be made where the attendance is irregular. It is disappointing, therefore, to have to report that for the Circuit, as a whole, there is only the very slightest trace of improvement in this respect. Worcester shows a satisfactory improvement and Robertson a slight improvement, but in Ceres and Sutherland there is a falling off in the regularity of attendance, although Sutherland still has the highest percentage. The scarcity of labour in many rural districts no doubt explains to a certain extent the irregularity of attendance, as the boys are often kept out of school during the busiest periods of the year, but there is no doubt that children are often kept out of school for the most trivial reasons. Perhaps if the dates of the vacations were slightly altered in these places, so that the schools were closed during such busy times as wine-pressing, for example, the attendance might be improved. This has been tried with marked success in 1 school in the Worcester division, viz., Ebenezer School, Goudini. In 1904 the usual school terms were kept, and the result for the First Quarter was:—

No. on roll	17 boys	13 girls.
Average attendance ..	11·7 ,,	10 ,,
Lowest weekly average ..	5·4 ,,	7·4 ,,

In 1905 the Christmas holidays were shortened and the school was kept open during the Easter holidays, while it was closed for three weeks during the pressing season, the result being:—

No. on roll	18 boys	13 girls.
Average attendance ..	16·9 ,,	12 ,,
Lowest weekly average ..	13·7 ,,	9·5 ,,

As far as the boys are concerned the figures speak for themselves.

IV. *Inspection of Schools.*—During the twelve months under review 74 schools were formally inspected, while 94 informal inspections were made. One school, Zandheuvcl P.F., in the division of Sutherland, was inspected twice. This was done to bring the date of inspection into line with the other schools in the division. As only the later inspection is included in the above total, the actual number of inspections during the twelve months is 75. Owing to the re-arrangement in the statistical year the schools inspected during the Third Quarter of 1904 are not taken into account in this report, nor were they included in the last annual report. During that quarter 12 schools were inspected formally and 28 informally. Thus the number of inspections made since the date of last report are 87 formal and 122 informal, or a total of 209.

V. *Pupils' Attainments at Inspection.*—In Table E will be found for each class of school the number of schools inspected during the year, the number of pupils (including pupil-teachers) on the roll, the number present at inspection, the number of pupils in the various Standards as they were classified at inspe-

tion, the percentage of pupils above Standard IV., and for all the schools together, the percentage of pupils in the various Standards. The pupils in High School Standards A and B are included in Standards VI. and VII. respectively, and those in High School Standards C and D are entered as ex-Standard pupils. In calculating the various percentages in this table and in Table F unclassified pupils have been disregarded, and pupil-teachers have been reckoned as above Standard V. For the sake of comparison the percentage of pupils in the various Standards for 1904 is also given, and, as was remarked last year, it will be noticed that the distribution of pupils among the various Standards is very much the same for the two years.

E.—CLASSIFICATION OF PUPILS.

CLASS OF SCHOOL.	Number of Schools Inspected.	Pupils Enrolled.	Pupils Present.	Sub-Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard. Pupil Teachers.	Unclassified.	Percentage above Standard IV.*	
Sp.	2	105	105	31	18	15	9	10	6	2	4	2...	8	14·4	
A 1	4	1136	1108	210	88	122	144	141	135	93	84	65	24	36·2	
A 2	4	312	305	110	51	33	31	40	17	9	4	6	4...	13·1	
A 3	28	996	966	361	131	141	121	108	57	32	14	1...	...	10·8	
P.F.	22	220	214	64	36	40	27	36	7	2	2	...	...	5·1
Poor	6	170	165	72	34	23	21	9	3	1	1	...	1...	3·6	
B	8	1367	1231	852	181	96	67	21	7	...	...	...	...	1·1
Totals, 1905	74	4306	4094	1700	539	470	420	365	232	146	109	74	29	10	...
Do. 1904	69	4281	4021	1735	501	455	419	338	227	168	75	58	34	11	...
Percentages, 1905	41·6	13·2	11·5	10·3	8·9	5·7	3·6	2·7	1·8	·7	·2	14·4
Percentages, 1904	43·1	12·5	11·3	10·4	8·4	5·6	4·2	1·9	1·4	·8	·3	13·9

* Omitting Unclassified Pupils.

In all the schools together there is a slightly higher percentage of pupils in the upper Standards than last year. It is hoped that this is a sign that parents are awaking to the desirability of keeping their children longer at school than formerly. Taking the different classes of schools separately we find that in the Special schools, A 1 schools and Poor schools the percentage of pupils in the upper Standards is considerably higher than last year; in Mission schools the increase is normal; while in A 2, A 3 and P.F. schools the percentage is considerably lower. In the case of the A 3 and P.F. schools this cannot be considered a serious matter. In many of these schools one teacher has to struggle with five or six different Standards, and the result is often unsatisfactory to teacher, pupil and parent alike. Whenever it is possible pupils should be drafted, after passing Standard IV. or V., from the Farm schools to the nearest First or Second Class school. Such a course would benefit every one concerned.

There is a gratifying increase in the number of pupils that passed in the High School Standards in this Circuit. Last year the number was 161; this year it is 183, an increase of nearly 24 per cent. The pupils are divided among the several High School Standards as follows:—Standard A, 71, Standard B, 62, Standard C, 27, Standard D, 23. The proportion of pupils present at inspection also shows a satisfactory increase. Last year the percentage of pupils present at inspection was 93·9; this year it is 95·1. The percentage of attendance for the whole year is 86·6 (see Table D). The marked difference between the two percentages is of course due to the fact that notice is given of the date of the annual inspection and every pupil endeavours to be present.

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Table F shows the percentage of pupils in Standard I. and below, and in Standard V. and above, for all schools together, and also for European and Coloured schools separately. The corresponding figures for 1904 are also given. In calculating the percentages in the case of European schools the number of pupils in Special schools has been omitted.

F.—STANDARD OF ATTAINMENT IN WHITE AND COLOURED SCHOOLS.

PUPILS.	All Schools.		White Schools (omitting Sp.)		Coloured Schools.	
	Percentages.		Percentages.		Percentages.	
	1905.	1904.	1905.	1904.	1905.	1904.
In Standard I. and below ...	54·8	55·6	42·0	42·4	83·9	85·4
In Standard V. and above (Omitting Unclassified Pupils.)	14·4	13·9	20·4	20·2	1·1	0·7

There is a slight increase in the proportion of pupils in Coloured schools above Standard V. and a decrease in the number in Standard I. and below. In other respects the numbers are very much the same as last year. While considerably less than half the number of pupils in European schools are in Standard I. or below, it will be noticed that in the Coloured schools the great majority of children are below Standard II.

VI. *Pupils' Progress.*—In the first three columns of Table G are given for each class of school the number of pupils presented in Standards, the number that were successful, and the percentage of passes. In the remaining columns will be found the number of pupils also present at inspection the previous year with the number of these placed in a higher Standard, the same Standard, or a lower Standard respectively. There will also be found in the table the percentage of pupils placed in a higher Standard, with the corresponding percentages for the twelve months ending 30th June, 1904.

G.—PROGRESS OF PUPILS AT INSPECTION.

CLASS OF SCHOOL.	Presented in Standards.	Passed.	Percentage of Passes.	Present also at preceding Inspection.	Placed in higher Standard.	Placed in same Standard.	Placed in lower Standard.	Percentage placed in higher Standard, 1904.	
								Percentage placed in higher Standard.	Percentage placed in higher Standard, 1904.
Sp. ...	64	55	85·9	52	48	4	...	92·3	91·7
A 1 ...	866	752	86·8	674	602	72	...	89·3	89·0
A 2 ...	189	146	77·2	114	90	24	...	79·0	81·7
A 3 ...	628	475	75·6	530	408	121	1	77·0	79·2
P.F. ...	158	109	69·0	121	94	27	...	77·7	77·3
Poor ...	95	83	87·4	85	78	7	...	91·8	87·0
B ...	445	302	67·9	393	276	117	...	70·2	74·5
Totals ...	2445	1922	78·6	1969	1596	372	1	81·0	82·7

Regarding the success of pupils at inspection there is a somewhat disappointing result. In every class of school the percentage of passes is lower than last year. In the case of First Class, Second Class and Poor schools the decrease is very slight; in Third Class and Mission schools it is moderate; but in Special schools and Private Farm schools the decrease is very marked, being 7·6 and 12·6 respectively. The highest percentage of passes is found in Poor schools, followed closely by First Class and Special schools. The lowest percentage is found in Mission schools. Last year the highest was in Special schools and the lowest in Mission schools.

As to the progress of pupils during the year there is a slight decrease in the percentage of pupils that were placed in a higher Standard, taking all classes of schools together. On the other hand there is a considerable increase in the case of Poor schools, and a slight increase in the case of Special, First Class and P.F. schools. The highest percentage of pupils placed in a higher Standard is found in Special schools, followed by Poor schools and First Class schools. Last year the order was Special schools, First Class schools and Poor schools. As was also the case last year, the lowest percentage is found in Mission schools.

VII. *Subjects of Instruction.*—*Reading* and *Recitation* show some improvement, but in most schools both are still lacking in style and expression. *Writing* in copy-books also shows signs of improvement, but in a very large number of schools there would seem to be need for more careful supervision during the writing lesson. *English Spelling* is generally satisfactory, but in many schools *Dutch Spelling* is not sufficiently good. *Arithmetic* is still the weakest subject of instruction. In questions which require merely careful mechanical working the results are often inaccurate, and the methods of working objectionable. The successive steps of the work are often set down in a very slovenly and illogical manner. Only in a few schools are arithmetical problems successfully attempted. *Grammar* is in most schools taught satisfactorily, but *Composition* is still of a very low standard. Here and there one comes upon a good exercise in *Composition*, and, on enquiry, it is generally found that the pupil who writes it is fond of reading. Where teachers are able to induce their pupils to read general literature outside their school books, one generally finds an improved class of *Composition* exercises. *Geography* and *History* are fairly satisfactory, but in teaching the former subject too little use is still made of the map. *Drawing*, according to the new syllabus, is successfully taught in a few schools where the teachers have come under the influence of the Departmental Instructor. *Physical Drill* has become much more general, and is in most schools receiving satisfactory attention. *Needlework* and *Singing* have been inspected only in schools which the Departmental Instructor or Instructress has been unable to visit. The former subject seems to be receiving satisfactory and the latter fairly satisfactory attention. *Mathematics* and *Languages* are, on the whole, in a satisfactory condition in the High schools, and in the other First Class schools these subjects have received much more satisfactory attention than last year.

VIII. *Teachers.*—Table H, which includes only teachers in schools inspected during the year, shows the number of teachers holding certain specified professional certificates, the number of teachers without any professional certificate, and the percentage of certificated teachers. The corresponding percentages for 1904 are also given.

H.—QUALIFICATIONS.

(This Table includes only Teachers in Schools Inspected.)

DIVISION.	Certificated.					Un-certificated.	Percentage Certificated.	
	P.C.	T 2.	T 3.	Miscellaneous	Total.		1905.	1904.
Ceres ...	...	1	4	...	5	8	38·5	33·3
Robertson ...	1	6	38	...	45	15	75·0	71·4
Sutherland ...	...	...	3	...	3	3	50·0	...
Worcester ...	1	9	47	2	59	19	75·6	80·8
Totals ...	2	16	92	2	112	45	71·3	72·2

It will be noticed that in the whole Circuit there is again a slight decrease in the proportion of certificated teachers. On the other hand there is an appreciable increase in the divisions of Ceres and Robertson. It is disappointing, however, to find that in the division of Worcester there is a decrease of over 5 per cent. in the number of certificated teachers. This is not as it ought to be. There is some excuse for School Managers in the remoter districts of Ceres and Sutherland being unable to get properly qualified teachers, but in the divisions of Robertson and Worcester where the conditions of life are so different, there should be no such difficulty. Whenever vacancies occur in these divisions *only certificated teachers should be appointed*. While there is a considerable decrease in the proportion of certificated teachers in the division of Worcester compared with last year, it should be pointed out that this division still holds the highest percentage of certificated teachers, when compared with the other divisions in the Circuit. Robertson follows very closely, the numbers being 75.6 and 75.0. Sutherland comes third with 50 per cent., while Ceres lags far behind with only 38.5 per cent.

Regarding the supply of trained teachers it will not be out of place to mention here that the Managers of the High School at Robertson, acting in conjunction with the Kerkraad of the Dutch Reformed Church, have made arrangements for training a number of young men as teachers. Most of the young men are poor, and in many cases receive their education and board free. The condition is imposed on the young men that, after they have received their training as certificated teachers they will teach for at least two years in some outlying part of the Colony. A very good beginning has been made, and it is hoped that the experiment will be successful, as, if so, a long felt want will thereby to a certain extent be supplied.

Table I shows the relative numbers of male and female teachers respectively for the whole Circuit and for each division separately. The percentage of male teachers is also given. The figures are based on the Quarterly Statistics for the Third Quarter of 1905. For purposes of comparison the percentage of male teachers for the Second Quarter of 1904 is also given. It will be seen from the table that there is again a considerable decrease in the proportion of male teachers.

I.—SEX.
(Based on Quarterly Statistics.)

DIVISION.	Male	Female.	Total.	Percentage of Male Teachers.	
				1905.	1904.
Ceres	3	20	23	13.0	18.1
Robertson	12	54	66	18.2	19.3
Sutherland	2	5	7	28.5	40.0
Worcester	23	58	81	28.4	33.3
Totals	40	137	177	22.6	26.2

IX. *Libraries*.—Table J shows the number of libraries possessed by First, Second and Third Class schools respectively, and also the number possessed by all the other schools. It will be seen that while the number of schools has increased by 6, the number of libraries has increased by only 2. All the First Class schools possess libraries, but it is disappointing to find that the 2 Second Class schools referred to in last annual report, viz., Prince Alfred's Hamlet, Ceres, and the Public School, Sutherland, are still without libraries. Considering the beneficial influence that a school library, when properly used, has on the work of a school, and considering further that the Department of Education is prepared to bear half the cost of the books, it is difficult to understand why these schools are not equipped with this most useful adjunct. Of Third Class schools only 14, or less than half the total number, are in possession of libraries, but there is reason to believe that several others will be equipped in this respect before the date of their next annual inspection. One Poor school, Kruispad, in the division of Robertson, 1 Coloured school, Touws River Railway (Coloured) school, and 1 Special school, the Blind Institution, Worcester, are in possession of libraries.

J.—SCHOOLS POSSESSING LIBRARIES.

	A 1.	A 2.	A 3.	Other Schools.	Total.	
					1905.	1904.
Number of Schools in Circuit	5	4	32	41	82	76
Number possessing Libraries	5	2	14	2	23	21

X. *School Buildings and Furniture*.—(1) *First Class Schools*.—With the single exception of the Robertson High School, nothing has actually been done towards providing the much needed additional accommodation in the First Class schools. At the Robertson High School additional class-rooms are in course of erection, and will be ready for occupation about the beginning of 1906. These include a large Kindergarten room and class-rooms for the teaching of Science and Woodwork. The school will then be the best equipped in this Circuit. The Managers of all the other First Class schools have building schemes on hand, but these have not yet got beyond the stage of discussion.

(2) *Second Class Schools*.—Of the 4 Second Class schools the buildings and furniture of 3 are fairly satisfactory, viz., Sutherland, Lady Grey and Rawsonville, but the accommodation is insufficient in the case of the first two. The buildings and furniture of the fourth, viz., Prince Alfred's Hamlet, are both unsatisfactory.

In the following tables an attempt has been made to classify the school buildings and furniture of the Third Class schools, Poor schools and Mission schools under the heads Satisfactory, Fair, Unsatisfactory, and Condemned.

(3) *Third Class Schools*.—

Division.	Name of School.	Buildings.	Furniture.	
Ceres	Kleinfontein.	Unsatisfactory.	Unsatisfactory.	
	Kromfontein.	Fair.	Satisfactory.	
Robertson	Zoetfontein.	Fair.	Fair.	
	Baden.	Fair.	Unsatisfactory.	
	Boschrivier.	Satisfactory.	Satisfactory.	
	Bosjesman's River.	Fair.	Fair.	
	Concordia.	Fair.	Fair.	
	De Hoop.	Satisfactory.	Satisfactory.	
	Derde Heuvel.	Satisfactory.	Condemned.	
	Goedemoed.	Condemned.	Condemned.	
	Klaas Voogds River.	Fair.	Satisfactory.	
	Klipkuil.	Fair.	Unsatisfactory.	
	Rietvallei.	Satisfactory.	Fair.	
	Wakkerstroom.	Satisfactory.	Satisfactory.	
	Zand Vliet.	Fair.	Satisfactory.	
	Worcester	Brede River.	Unsatisfactory.	Fair.
		Doorn River.	Satisfactory.	Fair.
		Ebenezer (De Doorns)	Satisfactory.	Fair.
Goudini (Ebenezer)		Satisfactory.	Fair.	
Matjesfontein Station.		Satisfactory.	Satisfactory.	
Moddergat.		Condemned.	Condemned.	
Moordkuil.		Satisfactory.	Satisfactory.	
Nonna.		Condemned.	Fair.	
Roodehoogte.		Satisfactory.	Fair.	
Slanghoek.		Fair.	Fair.	
Spes Bona.		Fair.	Fair.	
*Touws River (Europ'n)		Condemned.	Fair.	
Touws River (Coloured)	Satisfactory.	Satisfactory.		
Wagenboom River.	Fair.	Fair.		
Wilge River.	Satisfactory.	Satisfactory.		
Worcester (Lutheran).	Satisfactory.	Fair.		

* New Buildings are in course of erection

Since the date of last report very suitable new buildings have been erected and suitably furnished for the Third Class schools at Wilge River and Roodewal, in the division of Worcester. A much needed new building is in course of erection at Touws River for the European Railway School, and a large Kindergarten department has been added to the Lutheran School, Worcester. Improvements have been made to the Third Class schools at Baden, Klaas Voogds River, Klipkuil and Zand Vliet, in the division of Robertson, and new furniture has been procured for the schools at Kromfontein and Zoetfontein, in the Ceres division, and for Wakkerstroom in the Robertson division.

(4) *Poor Schools.*—

Division.	Name of School.	Buildings.	Furniture.
Ceres	Middelplaats.	Condemned.	Condemned.
Robertson ..	Kruispad.	Satisfactory.	Satisfactory.
	Langvlei.	Satisfactory.	Satisfactory.
	Montagu.	Unsatisfactory.	Fair.
	Pietersfontein.	Satisfactory.	Fair.
	Robertson.	Fair.	Fair.
	Stockwell.	Satisfactory.	Fair.
Worcester ..	Worcester.	Fair.	Fair.

The new school building for Langvlei Poor school has already been referred to in Section II. of this report.

(5) *Mission Schools.*—

Division.	Name of School.	Building.	Furniture.
Ceres	Ceres (D.R.C.)	Fair.	Unsatisfactory.
	Ceres (E.C.)	Fair.	Unsatisfactory.
	Prince Alfred's Hamlet (E.C.)	Unsatisfactory.	Unsatisfactory.
Robertson ..	Montagu (D.R.C.)	Fair.	Unsatisfactory.
	Lady Grey (Wes.)	Fair.	Fair.
	Robertson (Wes.)	Satisfactory.	Fair.
Worcester ..	De Doorns (Rhen.)	Satisfactory.	Fair.
	Worcester (Rhen.)	Fair.	Fair.

(6) *Private Farm Schools.*—Very few of these schools are satisfactory as regards either the accommodation or the furniture. The following are satisfactory in both respects :—

Robertson.—Bushman's River,
Onder Noree.

In the following the furniture is satisfactory :—

Robertson.—Rietvlei.

Worcester.—Klopperbosch.

A very satisfactory school building has been erected during the year for the P.F. School at Olifant's Doorns, Robertson, but the furniture is unsatisfactory. This school is referred to in Section II.

(7) *Special Schools.*—Since the date of last report a large double-storied building has been erected for the educational work of the Deaf and Dumb Institution, Worcester. A large building, also double-storied, has been built close to the Blind Institution, Worcester, as a boarding-house for the girls from both Institutions. The accommodation and furniture of both buildings are satisfactory.

I have the honour to be,

Sir,

Your obedient Servant,

Worcester,
15th January, 1906.

J. ROBERTSON.

22.—INSPECTOR RUSSELL'S REPORT.

[CIRCUIT.—CALVINIA, CARNARVON, FRASERBURG, MURRAYSBURG, RICHMOND AND VICTORIA WEST.]

SIR,—I have the honour to submit to you my report for the year ending 30th September, 1905.

I. *Administration.*—During the year under review all the schools in operation throughout this Circuit were formally inspected. During the greater part of the First Quarter I was assisting in the inspection of the High Schools in Port Elizabeth and Uitenhage; towards the end of this quarter the Richmond schools were inspected, and also the practical part of the examination of the pupil-teachers in Richmond and Murraysburg was conducted. During the Second and Third Quarters the schools in Victoria West, Murraysburg, Carnarvon and Fraserburg were inspected. Inspector Hagen took charge of the Circuit during the Fourth Quarter and inspected all the schools in the Calvinia division.

II. *Supply of Schools.*—Table A gives for each division in the Circuit the number of schools of each class which were in operation during the Third Quarter, while Table B gives the number of schools opened and closed during the year.

A.—NUMBER OF SCHOOLS.

DIVISION.	A 1.	A 2.	A 3.	E.	P.F.	Poor	B.	Total, 1905.	Total, 1904.	Increase.
Calvinia	1	...	13	1	10	2	2	29	21	8
Carnarvon ... ..	...	1	2	...	7	...	1	11	4	7
Fraserburg ... ..	...	...	3	...	6	2	1	12	12	...
Murraysburg	1	...	2	...	13	...	1	17	17	...
Richmond	1	...	...	...	2	...	3	6	8	-2
Victoria West	1	...	7	...	12	1	1	22	17	5
Totals, 1905	4	1	27	1	50	5	9	97
Do., 1904	3	1	18	...	44	5	8	...	79	...
Increase	1	...	9	1	6	...	1	18

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Y

B.—SCHOOLS OPENED AND CLOSED.

(1) Schools Opened.

DIVISION.	A 1.	A 3.	E.	P.F.	Poor	B.	Total, 1905.	Total, 1904.	In- crease.
Calvinia	2	1	9	2	1	15	15*	...
Carnarvon	7	1	...	8	1	7
Fraserburg	2	...	4	1	1	8	5	3
Murraysburg	1	...	3	...	...	4	6	-2
Richmond	1	...	...	1	2	-1
Victoria West	3	...	7	...	...	10	4	6
Schools Opened: Totals	8	1	31	4	2	46	33	13

(2) Schools Closed.

Calvinia ...	...	2	...	5	...	...	7	6	1
Carnarvon ...	...	...	...	1	...	...	1	4	-3
Fraserburg ...	...	...	...	7	...	1	8	1	7
Murraysburg ...	...	...	...	3	1	...	4	2	2
Richmond ...	...	...	...	3	...	...	3	...	3
Victoria West ...	...	...	...	5	...	...	5	6	-1
Schools Closed: Totals ...	...	2	...	24	1	1	28	19	9
Result of Reclassification ...	1	3	...	-1	-3	...	...	...	..
Net Increase ...	1	9	1	6	...	1	18	...	...

* These figures are for the period 1st July, 1903, to 30th June, 1904.

As will be seen, there has been an increase of 23 per cent. in the number of schools throughout the Circuit, and in particular—an important step forward—there has been an addition to the number of First Class schools. At the beginning of last year Calvinia School Committee, after carefully considering the question, determined to establish a First Class school in order more adequately to provide for the educational needs of their district.

The six divisions in this Inspectorate are very homogeneous as far as social economy is concerned, and the material conditions of life. Sheep farming is practically the only industry, and the main difference between one district and another is the quality of the veld, and the number of sheep it can carry to the morgen. The average standard of wealth, which is high in good times, does not vary much, and where the veld is poor the farms are large. Notwithstanding this an examination of the table dealing with the supply of schools shows that there is a most marked difference between the several districts in the grade and in the number of the schools in operation, and in the percentage of children attending school. To take the two districts which would be at the top and at the foot of the list respectively: Murraysburg, a district with a white population of 1,619, has a First Class school in its district town, and 2 Third Class schools, and 13 Farm schools through the district, with a total enrolment of 258 pupils; Fraserburg, with a white population of 4,119, has a Third Class school in its district town and 2 Third Class schools and 6 Farm schools through the district, with a total enrolment of 168 pupils.

A few words may be said therefore with advantage in elucidation of the significance of these figures, especially as the present is a period of transition in the Cape educational system. Under the new system the School Boards not only assume the control of all existing state-aided schools within the area of their authority but also are charged with the responsibility of founding new schools wherever they

may be required, and of endeavouring to meet all the legitimate educational demands of their district. In view, then, of these duties it may be useful to indicate very briefly the respective parts played by the various grades of school in the educational equipment of the district, and the relationship in which they stand to one another.

Two main questions will engage the attention of the new School Boards, viz., how, in the first place, with the greatest economy of effort and expenditure they can secure that every European child shall acquire at least the elements of a sound education, and how, in the second place, the means of secondary education may most conveniently be rendered accessible to every child of promising ability in the district.

An answer to these questions has been worked out already in practice; and in two or three of the districts there has grown up on natural lines a co-ordination of the means of education, which, though not consciously systematised, works with a high degree of effectiveness. The following are the leading features of this scheme. The district town school is the keystone of the educational system of the district, and here it may be remarked that in Cape Colony the district town is much more the centre of social life and organisation for the farming population than the market town in England is for its surrounding country. Many of the farmers own houses, or at any rate nachtmal rooms, in the town; others have near relatives residing in it. Accordingly arrangements can be made easily for many of the country children to live in town and attend school. For the large number that cannot do this Farm schools and the smaller rural Third Class schools must be provided, and generally the only great obstacle met with in opening these is the difficulty of obtaining a qualified teacher. The school, therefore, when it does its full work performs a three-fold function:—

- (1) It provides a sound elementary education of a liberal type for all the white children of the village and those of the country who can attend.
- (2) It has a secondary department to prepare the more promising scholars for entrance to college.
- (3) It pays particular attention to the training of pupil-teachers for work in the smaller rural schools of the district.

How effective the work of such a school can be in raising and in maintaining a high standard of education all through a district is demonstrated by the following statistics. Murraysburg has been fortunate in having a school of this type for over forty years; indeed at one time the school used to prepare students for the Intermediate B.A. examination of the Cape University. In Murraysburg district at the present time, if the pupils in the private school are included, 18 per cent. of the white population are at school, and of these scholars 23 per cent. are in or above Standard V. In Great Britain with compulsory education it is reckoned that 15.5 per cent. of the population are at school, and in London in the schools under the County Council in 1904 the percentage of children in and above Standard V. was 19. The Murraysburg figures are therefore somewhat remarkable. They indicate not only that practically all the white children are receiving education, but also that their school life is prolonged much beyond the average elementary period, and that many, far more than the actual few who go to college, take advantage of the more advanced instruction provided. In travelling through the district one constantly meets evidence of what the school has done for the people. In every farmhouse there are photographs of relatives in academic garb, and the people dwell with some pride on the number of ministers and magistrates their district has produced. But there is more gain even than this. The conception of what is meant by a good education for the ordinary scholar has been raised and broadened in the minds of the people. As one member of the Murraysburg School Committee put it, he looked forward to a time when every farmer would have his matriculation certificate.

In Fraserburg, on the other hand, where there is only a Third Class school in the town, instead of 15.5 per cent. of the white population attending school there are only a little over 4 per cent. This does not mean that one-fourth of the children get the ordinary elementary education, and that the remaining three-fourths get none. It is rare to meet a young person who cannot read a little. It means that the general conception of education is very low; that the average child gets a year's or a year and a half's schooling, and that if he can read and write a little enough is

supposed to be done. There is, in consequence, but little ambition, and one occasionally hears the saying: "A Boer's son is fit only to be a Boer." The Boer's son, however, no matter what his natural aptitude, has not been given the chance of becoming anything else, and yet free exchange from the hereditary mode of life is a good thing for the state, and effects the introduction of fresh blood and life into the different classes of the community.

The only effective way that has as yet been found of bringing primary education within the reach of the younger children on farms is the institution of a system of Farm schools and small Third Class schools. The First Class school stands in a double relationship to these schools. In the first place it trains teachers for them; in the second place these schools should feed the higher classes in the town school. A Farm school can do good work up to Standard IV., but beyond that standard the quality of the work begins rapidly to deteriorate. To complete the district educational system, therefore, there is needed a boarding-house for the reception of the older scholars from the Farm schools of the district. This greatly steadies the upper department of the town school, which is otherwise liable to great fluctuations in numbers.

To take now a brief survey of the Circuit. The Murraysburg system is complete in all the points that have been indicated. Richmond and Victoria West have had good First Class town schools for a considerable time, but Richmond has not developed its Farm school system sufficiently, and Victoria West has no boarding department. Calvinia has now its First Class school, and the progress it has made in the nine months of its existence shows that it has supplied a want. The numbers have risen from 55 to 114. The Committee have resolved to build a large boarding-house, and at the beginning of next year a large number of pupil-teachers will begin their training. Carnarvon and Fraserburg have still their First Class schools to establish. In this connection one thing must be borne in mind by members of School Boards—that what really constitutes the grade of the school is, not alone the numbers of pupils in attendance or the ambitious character of the curriculum, but the efficiency and character of the staff. In particular it is desirable that the Principal Teacher, in view of the duties that devolve upon him, should have the double qualification of professional training and a University degree.

It should be remarked that two distinct types of school are classified under the heading A 3. Six of these schools are village schools, and have an attendance of from 40 to 100 scholars. All the others are small schools on farms, and have an attendance of from 12 to 16. Educationally they differ from Private Farm schools solely in this respect, that the average attendance at the Farm school is 8, and at the A 3 school is 14. It will be observed that these small Third Class schools preponderate in Calvinia, while in Murraysburg the still smaller Farm schools are in the majority. The reason for this is the following. In Calvinia and through the north-west it is common to find three or four families, generally nearly related, living together on a large undivided farm of perhaps 20,000 or 30,000 morgen in extent. This custom is convenient for the starting of small Third Class schools; it is a form of co-operation, however, that does not make for material progress, and the practice generally ceases with the extension of more scientific methods of farming.

The remaining class of school for white children is the Poor school, and a distinction must be made between the town Poor school and the rural Poor school. It is gratifying to report that there is now only one town Poor school in the Circuit. In Murraysburg and Fraserburg the town Poor schools have been closed. There was no social necessity for the existence of separate schools; the financial difficulty was met by an extra grant-in-aid to the Public schools and the result of the amalgamation is increased educational efficiency. The matter, however, cannot always be arranged in this manner, as in some towns, owing largely to past educational neglect, a class of "Poor Whites" has come into existence, and the School Committees have sound reasons for refusing to admit a large number of old and socially objectionable children into the Infant department of the Public school. But it would be well if the town Poor school were looked on as a temporary and remedial measure and not as a permanent institution. The case of the rural Poor school is different. In remote parts the expense of maintaining a school must be high, and where the people are poorest the expense is highest, as the conditions of life are rough and the more costly services of a male teacher are required. The £ for £ principle is not sufficient here, and a more liberal grant is necessary if the school is to be carried on.

III. *Enrolment and Attendance.*—Table C gives the average enrolment for the Third Quarter of 1905 and also for the corresponding quarter of 1904, while Table D gives the average attendance for the same quarters.

C.—ENROLMENT.

DIVISION.	White.		Increase.	Coloured.		Increase.	Total.		Increase.	Percentage Increase.	
	1905	1904		1905	1904		1905	1904		1905	1904
Calvinia ...	484	330	154	212	104	108	696	434	262	60.4	52.6
Carnarvon ...	227	154	73	144	148	-4	371	302	69	22.8	-2.2
Fraserburg ...	168	104	62	34	32	2	202	136	66	48.4	14.9
Murraysburg ...	258	251	7	77	93	-16	335	344	-9	-2.6	11.3
Richmond ...	180	210	-30	214	195	29	394	405	-11	-2.7	21.1
Victoria West ...	510	489	11	59	83	-24	569	572	-3	-0.5	-0.3
Totals ...	1827	1538	289	740	655	85	2567	2193	374	...	...
Percentage Increase, 1905	...	...	18.7	...	...	12.9	...	...	...	17.0	...
" " 1904	...	...	13.7	...	...	16.6	...	...	...	14.5	...

As there has been a large increase in the number of schools, it is natural to expect a corresponding increase in the enrolment, and there has been an increase of 17 per cent. The distribution of this increase calls for remark. In Calvinia, where there has been a spirit of zeal for educational advancement, there has been an increase of 60 per cent. In Fraserburg also there has been a large increase. On the other hand, in Murraysburg, Richmond and Victoria West, though there has been an increase in the number of schools, the enrolment of White children has remained practically stationary, and in the total enrolment there has been a slight decrease of 2 per cent. This is a result of the long-continued drought. The drought fortunately has in a great measure broken, but the depression consequent upon it has caused some of the poorer white people, and a considerable number of the coloured people, to leave the district. From the new village of Loxton in particular there has been a very considerable exodus. The attendance, therefore, has fallen in town schools throughout these three districts. On the other hand it has increased slightly in the rural areas.

D.—AVERAGE ATTENDANCE.

DIVISION.	Pupils Enrolled.	Average Attendance.	Percentage, 1905.	Percentage, 1904.
Calvinia ...	696	650	93.4	84.9
Carnarvon ...	371	345	93.0	92.1
Fraserburg ...	202	185	91.0	87.8
Murraysburg ...	335	305	91.0	87.8
Richmond ...	394	353	89.6	89.3
Victoria West ...	569	520	91.4	89.1
Totals, 1905	2567	2358	91.8	...
" 1904	...	...	...	89.3

The average attendance reaches the very high percentage of 91.8 of the enrolment. This is due to the fact that parents are becoming more alive to the claims of education, and the need for regular attendance if the children are to profit by the teaching they receive.

IV. *Schools Inspected.*—The number of formal inspections made in this Circuit during the year was 93, and the number of informal inspections was 18.

V. *Pupils' Attainments at Inspection.*—Table E gives the class and number of schools inspected, the number of pupils enrolled at the date of inspection, the number of pupils and pupil-teachers present at inspection, and the classification of pupils in the various Standards as the result of the inspection. Table F gives the percentage of children in Standard I. and below, and also in and above Standard V. in both White and Coloured schools.

E.—CLASSIFICATION OF PUPILS.

CLASS OF SCHOOL.	Number of Schools Inspected.	Pupils Enrolled.	Pupils Present.	Sub-Standards.							Ex-Standard.	Pupil Teachers.	Unclassified.	Percentage above Standard IV.*	
				Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.					
A 1	...	4	576	560	110	44	66	83	93	77	39	22	21	8	129.9
A 2	...	1	141	141	35	21	20	17	13	17	9	5	...	4	24.9
A 3	...	22	558	522	118	92	101	74	74	33	21	3	...	5	111.3
P.F.	...	52	360	355	119	68	71	49	33	11	4	...	...	...	4.7
Poor	...	6	172	167	94	32	26	12	3	...	...	...	...	...	...
B	...	8	678	629	472	75	51	17	14	...	...	...	...	...	...
Totals, 1905	93	2485	2374	948	332	335	252	230	138	73	30	21	17	2	...
Do., 1904	54	1710	1610	667	214	220	218	130	96	39	22	15	10	1	...
Percentages, 1905	39.9	13.9	14.0	10.6	9.7	5.8	3.0	1.2	0.9	7.7	...	11.7
Do., 1904	41.4	13.2	13.3	13.3	8.0	6.0	2.3	1.3	1.1	6.6	...	11.3

* Omitting unclassified pupils.

F.—STANDARD OF ATTAINMENT IN WHITE AND COLOURED SCHOOLS.

PUPILS.	All Schools.		White Schools.		Coloured Schools.	
	Percentages.		Percentages.		Percentages.	
	1905.	1904.	1905.	1904.	1905.	1904.
In Standard I. and below	53.9	48.5	42.0	45.7	87.0	89.6
In Standard V. and above	11.7	11.3	15.9	14.2	0.0	0.0
(Omitting unclassified pupils.)						

It will be observed that only 15.9 per cent. of the White children are in or above Standard V. In Murraysburg, as has been pointed out, the percentage is 23. At present in the North-Western districts in the Circuit the children in the great majority of cases know little or no English when they enter school, and they have a very brief term of school life. During this school life, however, there is as a rule no lack of application on the part of the scholars or of attention on the part of the teacher, and the work that is done by the children, when one considers the opportunities they have had, is, generally speaking, very creditable.

It is gratifying to note that the number of pupil-teachers in training has risen from 10 to 17. Next year there will be a much larger number. An adequate supply of trained teachers will make a great change in the educational position in the more remote districts of the North-West.

VI. *Pupils' Progress.*—The following table shows the progress of pupils at inspection :—

G.—PROGRESS OF PUPILS AT INSPECTION.

CLASS OF SCHOOL.	Presented in Standards.	Passed.	Percentage of Passes.	Present also at preceding Inspection.	Placed in higher Standard.	Placed in same Standard.	Placed in lower Standard.	Percentage placed in higher Standard, 1904.	
								Percentage placed in higher Standard.	Percentage placed in higher Standard.
A 1	433	345	79.6	345	284	60	1	82.3	87.1
A 2	102	94	92.0	83	81	2	...	97.5	...
A 3	276	221	80.0	160	138	20	2	86.2	81.5
P.F.	244	174	71.3	101	76	25	...	75.2	84.2
Poor	80	66	82.3	...	...	...	...	...	...
B	190	111	58.4	136	84	52	...	61.7	58.5
Totals	1325	1011	76.3	825	663	159	3	80.4	80.1

VII. *Subjects of Instruction.*—The following remarks may be made under this heading. *Reading*: In most schools it would be better if more ground were covered in the Reading lesson. It would be more profitable for the pupils, even at the apparent sacrifice of some accuracy, to read through two or three books in the course of the year rather than study the half of one reading book till the contents are known by heart as is often the case at present. *Arithmetic*: Teachers should spend more time in making the scholars understand the reasons of the Arithmetical processes. A larger use of Mental Arithmetic would help to secure this better understanding. In small schools with one teacher and many classes there is a tendency for the teacher to set unduly long arithmetical examples with the object of keeping the children occupied. It would be well to give a larger proportion of this time in desks to silent reading. *Singing*: In schools of the Farm school type it is of great importance that the teacher should be musical and be able to teach singing. It means that a new element of enjoyment and self-culture is introduced into the monotonous life of the up-country farm. Only those who have spent a long winter evening in a remote Karoo farmhouse can realise what a difference music makes in the social life of the family. *Woodwork*: In one of the town schools, Richmond, Woodwork has been introduced during the past year. It would be a great advance if this form of handiwork were introduced in all the town schools of the Circuit. It is a subject that would be much appreciated by both the pupils and their fathers. Every farmer must be something of a rough carpenter, and the training given in the present Woodwork course would be found to be of great practical value.

VIII. *Teachers.*—Table H gives the number of teachers certificated and un-certificated in the schools throughout the Circuit. Table I gives the number of male and female teachers and the percentage of male teachers.

H.—QUALIFICATIONS.

(This Table includes only Teachers in Schools Inspected.)

DIVISION.	Certificated.				Un-cert.	Percentage Certificated.		
	P.C.	T 2.	T 3.	Total.		1905.	1904.	
								Calvinia	...	1	...	12	13	18	41.9	47.0
Carnarvon	3	3	11	21.4	...
Fraserburg	2	2	6	40.0	...
Murraysburg	2	11	13	56.0	66.6
Richmond	1	10	11	64.7	72.7
Victoria West	2	16	18	56.2	65.3
Totals	...	1	7	54	62	64	49.2	62.6

While the actual number of certificated teachers employed has risen from 47 to 62, the percentage of teachers holding certificates has decreased, in as much as there has been a still greater increase in the number of uncertificated teachers. The demand for teachers far surpasses the supply of certificated teachers, and this state of matters will of necessity continue for many years to come. One of the causes that militate against the efforts of the Department to raise the percentage of certificated teachers deserves notice. The marriage rate among teachers, especially certificated teachers, is very high, considerably higher than the ordinary marriage rate. The average period of service for the Third Class certificated teacher is only four years and nine months. So many teachers, therefore, leave the ranks every year that a large supply is required simply to fill the gaps. This high rate of loss, together with the exceptionally large number of very small schools, makes the question of the supply of teachers one of great difficulty in the Cape. It differentiates the position here from that in Great Britain or the other Colonies.

I.—SEX.

(Based on Quarterly Statistics.)

DIVISION.	Male.	Female.	Total.	Percentage of Male Teachers.	
				1905.	1904.
Calvinia ...	11	20	31	35.5	43.4
Carnarvon ...	5	10	15	33.3	33.3
Fraserburg ...	6	7	13	46.1	16.6
Murraysburg ...	2	20	22	9.0	15.0
Richmond ...	4	10	14	28.5	25.0
Victoria West ...	7	26	33	21.2	15.3
Totals ...	35	93	128	27.3	24.2

An examination of the table given above will show that there is a wide difference in the various sex percentages in the different districts, and it will be observed that the more advanced the district is educationally, the fewer are the male teachers. Generally speaking, educationists deplore a diminution in the number of male teachers as a retrograde step. Here, however, it will be seen, when the facts are considered, that it is rather a sign of progress in a district when the proportion of male teachers becomes smaller, at any rate down to a certain limit. In the district town school, for the sake of discipline, and for the effective supervision of much in connection with the life of the school, it is desirable that the positions of Principal and Vice-Principal should be filled by men, but as regards the lower classes (from Standard V. down) it will generally be found that for the mixed classes of the ordinary district town school a woman does the work more satisfactorily and more carefully than a man. Teaching in a Farm school or in a small rural Third Class school is not a man's work, except indeed where the conditions of life are too hard and too rough for a woman. The position calls rather for feminine qualities. Often, over and above her work of education, a lady of refined tastes and habits can do much—her own position in the house is highly regarded—to raise the tone of the social life of the farm.

IX. *Libraries.*—Table J gives the number of schools possessing libraries.

J.—SCHOOLS POSSESSING LIBRARIES.

	A 1.	A 2.	A 3.	Other Schools.	Total.	
					1905.	1904.
Number of Schools in Circuit	4	1	27	65	97	79
Number possessing Libraries	4	...	3	...	7	6

Carnarvon Public School ought to have a library, and there are also three Third Class schools which should have one. The other Third Class schools are not of a sufficiently permanent character to warrant the establishment of a library.

X. *Buildings.*—The following table classifies the public school buildings of the Circuit under the headings "Satisfactory," "Unsatisfactory" and "Condemned."

Class of School.	Number of Schools.	Satisfactory.	Unsatisfactory.	Condemned.
A 1 ...	4	1	1	2
A 2 ...	1	...	1	...
A 3 ...	5	1	2	3
Totals ...	10	2	4	5

The little village of Loxton has the best school building in the Circuit. Murraysburg Public School has been much improved by some structural modifications made during the past year. The school building at Carnarvon could be greatly improved. In Victoria West, Richmond, Fraserburg and Calvinia new school buildings are required.

I have the honour to be,

Sir,

Your obedient Servant,

W. A. RUSSELL.

Cape Town, 27th February, 1906.

23.—INSPECTOR SACHEL'S REPORT.

[CIRCUIT.—BARKLY WEST, KIMBERLEY, MAFEKING AND VRYBURG.]

SIR,—I have the honour to submit my Report for the year ending the 30th September, 1905; in this report comparisons are as a rule drawn between the position at the end of September, 1904, and that existing at the end of the period under review, though the actual period covered by the previous Report ended on the 30th June, 1904.

The division of the Circuit into School Districts and the constitution of the respective School Boards under the provisions of the "School Board Act, 1905," exceed in importance any of the matters dealt with in this report, but in every case the actual proclamations constituting the various Districts and Boards were subsequent in date to the period included in this report; consequently any description of the new machinery for the control of schools in this area and of the manner in which conflicting claims in regard to the definition of the respective districts were determined must be postponed till the next annual report, though many of the negotiations leading up to these results fell within the period under review.

The figures of the census of 1904, in so far as they relate to children of school-going age, will be treated to greater advantage in connection with a description of the areas defined as separate School Districts than in any other manner, but under Section 51 of the Act of 1905 more exact figures will be available within a few months with regard to the children of European parentage not attending school within each School District.

From one point of view this report is of interest, since it records the main facts relating to the state of education in the north of the Colony at the expiry of what may be termed tersely "the guarantor system," for in the succeeding report the ratepayer will appear as the substitute and successor of the guarantor.

I. *Administration.*—The administration of the Circuit has been carried on during the year without the changes and interruptions of work that marked the record of the previous year; it is, however, becoming year by year more difficult to travel within the necessary limits of time to schools scattered over an area extending for nearly 250 miles along the railway from Modder River north to Mafeking and with schools scattered about irregularly far west from the railway at places like Daniel's Kuil in Barkly West, 100 miles west from Kimberley, and Kuruman, a similar distance south-west of Vryburg; while, for the first time in the records of the Department, the northern portion of the Langeberg, on the eastern edge of the Kalahari, was included in an inspection tour, 5 schools in the Kuruman, Langeberg and Mashowing districts entailing a journey by ox-wagon of nearly five weeks' duration. Transport is a difficult problem to face in the Fiscal Division of Vryburg, which includes Taungs and Kuruman, but though rail, riding, driving and ox-wagon have been resorted to in turn during the year a further experience apparently awaits an Inspector in the attempt to reach a very distant part of the Mashowing River next year, viz., ox-riding! Indeed, though the number of schools in the Circuit is not excessively large from the point of view of administration, the opening of new schools at far distant places in the huge division of Vryburg will soon render it very difficult to traverse the area within the year, for the sparseness of the White population, the abundance of boulders and of sand on some of the roads and the prevalence of horse-sickness for a portion of the year all add to the difficulties that confront the traveller in haste in this division. Another serious aspect of work in the most remote corners of the division is the absence of an Inspector for somewhat prolonged periods from easy means of communication with the larger centres of population within the Circuit, in particular Kimberley, for in that division alone live about two-thirds of the children who are attending schools within the limits of this Northern Circuit. Yet schools will be needed soon even in the Koranna Berg, lying still further out than the Langeberg, for the pioneers who are taking up new farms in the Langeberg and the Koranna Berg, sturdy "voortrekkers" as those of old, need the watchful aid of the Education Department as much as the inhabitants of more favoured districts that lie nearer to the confines of civilisation.

Another difficulty of administration in Griqualand West and in Bechuanaland arises from the fact that in the latter area the Native schools, whether in locations or in native stads, are Bechuana Mission Schools, and that, though the machinery in use in the Colony proper is available here also, the Bechuana has not yet been raised to the level of most native races in the Colony and has not yet obtained a supply of reliable teachers; till this want has been supplied the efforts of the missionary managers and of the Education Department are of but little avail, and till the general efficiency of the Bechuana schools has attained a very different level to that reached at present the Bechuana people cannot supply themselves with suitable teachers; such is apparently the vicious circle. Moreover the salaries available have not been sufficient to tempt trained teachers of other Native races to teach in schools north of Kimberley.

In the preceding annual report reference was made to the benefits derived from the systematic co-ordination and grading of schools of various types in the town of Kimberley, as well as from the administration of those schools by a central Board. As the new School Boards enter upon their tasks similar advantages may be expected in the various large areas defined as separate school districts. On the other hand, the lack of any system of co-ordination in the Mission schools was deplored; this lack is to be regretted from two points of view, for in the first place the managers of schools standing in many cases almost side by side derive not the slightest benefit from one another's experience as school managers, while in the second place the managers of schools even of the same denomination situated at a distance from one another equally fail to profit by the experience derived from the administration of the various schools; in only one case is a large group of Mission schools under systematised control, that group being the Wesleyan Mission schools of Bechuanaland; here unfortunately, however, the lamentable weakness of the teachers prevents the schools from deriving any benefit from the administration by one Missionary Superintendent of a group of 7 Mission schools within the Colony, as well as of a few schools outside the Colonial boundaries.

Every well-wisher of the Mission system of schools must hope that sooner or later the advantages to be derived from the formation of voluntary boards, advisory or administrative, may become evident to those who prefer at present to battle with their many difficulties single-handed rather than united. It is impossible to visit and revisit the dozen large Mission schools of Kimberley and Beaconsfield and to send in to the various managers full reports often containing in varied forms almost similar recommendations without lamenting the fact that the missionary managers cannot confer at least once a year and draw mutual aid from the counsel and advice of one another.

II. *Supply of Schools.*—The series of tables that follow supply in statistical form details of the number of schools in the various divisions of the Kimberley Circuit, the schools being classified according to their respective grades; supplementary tables show also the number of schools opened and closed during the year under review, as well as of those changed in grade.

A.—NUMBER OF SCHOOLS.

DIVISION.	A 1.	A 2.	A 3.	E.	P.F.	Poor.	B.	C.	Total, 1905.	Total, 1904.	Increase.
Barkly West ...	...	1	7	...	2	2	7	...	19	16	3
Kimberley ...	2	2	9	3	3	5	11	...	35	36	-1
Mafeking ...	...	1	3	...	...	2	9	...	15	13	2
Vryburg ...	...	1	7	...	5	3	4	1	21	24	-3
Totals, 1905	2	5	26	3	10	12	31	1	90	...	...
Do., 1904	2	5	17	2	11	18	33	1	...	89	...
Increase ...	...	...	9	1	-1	-6	-2	...	...	...	1

B.—SCHOOLS OPENED AND CLOSED.

(1) *Schools Opened.*

DIVISION.	A 3.	E.	P.F.	Poor.	B.	Total, 1905.	Total, 1904.	Increase.
Barkly West ...	1	...	1	...	2	4	8	-4
Kimberley ...	1	1	2	3	...	7	5	2
Mafeking ...	2	...	...	1	...	3	4	-1
Vryburg ...	3	...	2	...	...	5	17	-12
Schools Opened: Totals ...	7	1	5	4	2	19	34	-15

(2) *Schools Closed.*

Barkly West ...	...	...	...	...	1	1	4	-3
Kimberley ...	1	...	4	2	1	8	4	4
Mafeking ...	...	...	1	...	...	1	1	...
Vryburg ...	3	...	...	3	2	8	4	4
Schools Closed: Totals ...	4	...	5	5	4	18	13	5
Result of Re-classification ...	6	...	-1	-5	...	...	...	...
Net Increase ...	9	1	-1	-6	-2	1	...	...

The number of schools in the Circuit has remained practically stationary during the year, whereas last year there was an increase of about 33 per cent. on the total of the preceding year; as adequate provision has not been made yet for the needs of the White population in rural areas this diminution of activity in establishing schools is a surprising feature of the year's work, but it may possibly be accounted for in two ways; in the first place early efforts in the north were largely directed to the re-opening of schools closed for longer or shorter periods during the war, a work which had been fairly completed at the end of 1904, while secondly from the time that the School Act of 1905 came under public discussion many tentative schemes were held in abeyance till a definite settlement was reached; in the report for the following year there will be once more a considerable increase in the number of schools.

In the urban areas which will fall under the control of the Kimberley Board the two problems which call for solution without delay are the provision of a properly-organised series of Evening schools and the establishment of a school of a lower grade for White children in Beaconsfield, in addition to the large Second Class school in that town; the school might be so placed as to serve the little hamlet of Wesselton, where there is no school. Negotiations have been in progress for some time in regard to the former question, for with the large number of youths employed by the De Beers Corporation and engaged in offices and shops in the town there is undoubtedly an opportunity of opening Evening schools which should be staffed by men only; worthy efforts to aid the helpless and backward have been made by the Rev. P. J. de Vaal and by the Rev. W. F. Marais of Kimberley and Beaconsfield respectively, but the Evening schools carried on under their control are extremely unsatisfactory; some of the pupils must shortly under the compulsory attendance clause find a place

in Day schools, whilst the older pupils need firmer discipline than can be exercised under the present system. In the rural areas of the Kimberley division the provision and still more the distribution of the schools is not satisfactory; the need of the White children of the northern part of the division would be fairly supplied were there good schools at Windsorton Road and at Riverton Road. The lack of a school at the former centre is indeed deplorable, for through several unfortunate occurrences in the history of the school a fine stone building has been standing unused throughout the year; near Riverton Road are 2 schools which may be combined eventually into one larger Public school to the great benefit of all concerned. The only other portion of the rural areas of the division supplied with schools is the small district round Modder River Station. One of the first tasks awaiting the Kimberley Board will be the provision of new schools to the west and south-west of the town of Kimberley, where in some cases a poor rural population needs external assistance; in the South-Western Field-Cornetcy in particular the need for schools is urgent. The difficulty in this division has always been to maintain for any reasonable length of time the small country schools. The extraordinary nature of the record with regard to Private Farm schools is such as to call for adverse comment similar to that passed on the same type of school in the preceding report; of 5 Farm schools in existence in September, 1904, only *one* survived till September, 1905, though 2 new schools have been opened during the year.

In the division of Barkly West it may be said that the "diggers" are now well provided with schools scattered at intervals along the "River," but that the rural population in the sparsely-populated western districts is almost entirely without schools; at Daniel's Kuil and at Koopmansfontein schools should be established without delay.

It is by no means so easy a task to describe the state of Bechuanaland; in Vryburg, Kuruman, Taungs and Mafeking many more country schools are needed for White children, but they will, as a rule, be small and scattered far apart; at the end of the period under review at least 10 more schools were needed in the Magisterial area of Vryburg alone, while the lack of a Public school at Taungs is far from creditable to the inhabitants of that Magistracy. One grave source of weakness in the Vryburg Magisterial area is the rapidity with which the schools appear and disappear; thus of 13 schools for Whites in the rural areas of this Magistracy in October, 1904, 6 were closed within the year, while 4 new schools were opened at other places. The difficulties, however, that confront the Kuruman School Board are far graver than those before other Schools Board in Bechuanaland; in no case is there what may be described as a centre of population, and, alike in the Langeberg, the Koranna Berg, the Gamagara Valley, the Khatu Forest, Kuruman itself and along the Mashowing River, small schools must be provided; and yet in all probability the total White population of school-going age at the time of the census of 1904 would not far exceed 175—that is, taking one in seven as the proportion of scholars among the total White population, a number which is probably in excess of the true number of children in a pioneer population in which men predominate; the population is, however, steadily increasing by the influx of new settlers. The difficulties of providing for a school population scattered in such lonely regions are, however, small compared with the difficulties of obtaining trained teachers; the Vryburg area contains a very similar population, yet its comparative proximity to the railway, together with the offer of fairly high salaries has solved satisfactorily this latter difficulty; in the Kuruman Magistracy, the nearest part of which is many many hours of ox-wagon or post-cart from the railway at Kimberley or Vryburg, it is hopeless to expect, except in the rarest instances, to attract teachers from the Colony, and yet the acceptance in Government-aided schools of the teachers who are so ill-qualified, but who are in many cases worthy men and women, seems to be fraught with danger; there is at present only one aided school for White children in the whole area, but the roughness of the work done by some of the private teachers who have hitherto given all the instruction available in this area is lamentable. In the Mafeking division several additional schools for Whites have been opened, but further provision for the country population is still needed, while the establishment of a small school of low grade for the use of a portion of the White population of the town must claim the attention of the Board. A small number of poor Whites are at present attending Native Mission schools in the location, and under the provisions of the new Act this state of affairs cannot continue.

In the case of schools for Coloured children the provision of schools at Kimberley and Beaconsfield is fairly complete, while one interesting school exists at Kimberley for Hindoo children. Elsewhere there is very little attempt to provide separately for Coloured and Native children, this indeed among smaller populations being practically impossible. For Native children a large number of Mission schools are open in and around Kimberley, while Mission schools are scattered along the "River Diggings," many of the latter, however, being miserably inefficient. In Bechuanaland, with its 70,000 natives, the only rational policy is to develop a few well-organised schools at selected centres and to obtain trained teachers for them; the only suitable centres at present are the Batlapin Stad at Taungs, the locations at Vryburg and Mafeking, the Barolong Stad at Mafeking and the Mission Station at Kuruman; at all these places there are Mission schools, but very few of them are properly staffed. Around these centres some of the Mission Societies have outstations, where there are schools of a lower type; in these simple instruction should be given suitable to primitive natives living the old "stad life," for the endeavour to develop in scattered Bechuana stads schools fully organised and giving instruction on the lines of the Elementary School Course seems inopportune at present.

The efforts of the London Missionary Society to found a central Boarding school for Bechuana at Tiger Kloof, in the hope of developing subsequently a Training School for teachers, were mentioned in the previous report; since that time the Institution has been honoured by a visit from His Excellency the Governor of the Colony, who laid the foundation stone of the school building. Most of the Bechuana Chiefs, both of the Protectorate and of the Colony were present or sent representatives on that occasion, but the number of students is only increasing slowly; at the end of September, 1905, the number was somewhat less than 50, this including those going through an industrial training as well as those taking the ordinary elementary school course.

III. *Enrolment and Attendance.*—The number of European children entered on the school rolls remains, like the number of schools, practically the same as in September, 1904, the rate of increase being only about 3 per cent. as contrasted with an increase of more than 12 per cent. in the previous year. When the number of European children of school-going age in the respective divisions, as estimated in the preceding annual report, is taken into consideration the record of enrolment does not seem to be satisfactory; the estimated numbers were about 650, 3,000, 350 and 750 respectively in the divisions of Barkly West, Kimberley, Mafeking and Vryburg, whereas the tables below show that the number of pupils in attendance at State-aided schools amount roughly to 400, 2,500, 200 and 375. In newly-settled districts, such as many included in these areas, the male population predominates to a considerable extent and the estimated number of children of school-going age may be slightly too high; however, it will be interesting to compare these estimates with the figures which each Board will possess within six months, when the enumerators will have completed their tasks in accordance with the terms of the new Act. Once more it must be pointed out that in addition to the pupils enumerated in these statistics there are a large number of pupils attending Private schools in Kimberley such as the Christian Brothers' School and St. Michael's High School for Girls, as well as pupils in attendance at Convent schools in Kimberley, Beaconsfield, Mafeking and Vryburg. In the Coloured schools the attendance has remained almost stationary in Barkly West and Kimberley, the slight fall in numbers in the latter, as shown in the table below, being due almost solely to the fact that one Mission school has disappeared from the number of aided schools. In the other two divisions, viz., Mafeking and Vryburg, there has been a notable decrease in the number of pupils enrolled, amounting in one case to about 15 per cent. and in the other to about 46 per cent. of the total number of pupils at school at the beginning of the period under review. In Native schools, however, situated in the Native reserves of Bechuanaland the school population fluctuates rapidly according to the season of the year and the success or failure of the crops. It is not satisfactory to note that the average attendance has fallen about 2 per cent., calculated on the total number of pupils enrolled, but at the same time it is not clear to what cause this decrease may be attributed. Tables are appended, giving the full statistics of enrolment and attendance, together with the figures of the preceding year, attached for purposes of comparison.

C.—ENROLMENT.

DIVISION.	White.		Increase.	Coloured.		Increase.	Total.		Increase.	Percentage Increase.	
	1905.	1904.		1905.	1904.		1905.	1904.		1905.	1904.
Barkly West ...	391	382	9	496	500	-4	887	882	5	0.5	42.4
Kimberley ...	2337	2298	39	1800	1907	-107	4137	4205	-68	-1.6	-3.6
Mafeking ...	204	179	25	611	718	-107	815	897	-82	-9.1	6.1
Vryburg ...	368	348	20	322	603	-281	690	951	-261	-27.4	87.5
Totals ...	3300	3207	93	3229	3728	-499	6529	6935	-406	...	...
Percentage Increase, 1905	...	...	2.9	...	...	-13.3	...	...	...	-5.8	...
Percentage Increase, 1904	...	...	12.8	...	...	6.8	...	...	...	...	9.5

D.—ENROLMENT.

DIVISION.	Pupils Enrolled.	Average Attendance.	Percentage, 1905.	Percentage, 1904.
Barkly West ...	887	750	84.5	85.6
Kimberley ...	4137	3500	84.6	87.2
Mafeking ...	815	727	89.2	89.7
Vryburg ...	690	617	89.4	89.6
Totals, 1905 ...	6529	5594	85.7	...
Do., 1904 ...	6935	6079	...	87.6

IV. *Inspection of Schools.*—During the year 85 schools were inspected, one of these, a small country school, being inspected by deputy. The whole of the schools in the area were included in the various tours of inspection within the limits of the year, with the exception of 1 Farm school in the Kimberley division and 1 large Mission school in Barkly West. The number of informal visits paid to schools in addition to the annual visit for the inspection amounted to 71. It may be added that 21 schools were inspected and 34 schools visited during the three months' period 30th June, 1904, to 30th September, 1904, a period which falls between the annual periods reviewed last year and this year.

V. *Pupils' Attainments at Inspection.*—The annual inspection of all schools in the Circuit provides a fairly satisfactory basis for a general estimate of the average attainments of children of different races and districts and also of the attainments reached in each particular class of school. The difference between the general level of education in Kimberley and that in other divisions of Griqualand West and Bechuanaland is very remarkable; thus the percentage of White pupils in or below Standard I. varies between 66 and 68 per cent. in the divisions of Barkly West, Mafeking and Vryburg, while in Kimberley there are only 45 per cent. of the children in these lower stages, but the extreme difference is shown more clearly at the other end of the scale; in and above Standard V. Barkly West and Vryburg can only show somewhat under and somewhat over 3 per cent. respectively of the White children attending school and Mafeking 5 per cent., but Kimberley has practically 16.5 per cent. of its White school population in the upper stages of the School Course. Yet this striking contrast between the average level of education in the Kimberley division and the other northern divisions, a contrast which would be yet more remarkable were the Kimberley figures confined to those for urban areas only, must not be allowed to conceal the unsatisfactory character of the figures, in so far as they refer to the High School Standards; of pupils studying in Standards C and D, viz., the Standards roughly equal to the School Higher and Matriculation Classes

respectively, only 20 were found at the Kimberley Boys' and Girls' High Schools at the end of 1904 who, with one ex-Standard Coloured boy at New Main Street School, form the diminutive roll of scholars able to pass Standards above Standard VII. in the Public schools of the Colony north of Modder River; in these figures no account is taken of the pupil-teachers, of whom a considerable number are trained at Kimberley. One obvious reason for the weakness of the Public schools in the north is the lack of a boarding centre; Kimberley is the natural position for such a Boarding school which should attract pupils from the whole area north of the Orange River, but hitherto there have been difficulties which the Kimberley authorities have not been able to solve satisfactorily in this connection; so far, however, as the day scholars are concerned there is every prospect of a considerable increase in the near future of the number of High School scholars in the upper Standards at the Kimberley High Schools. On a smaller scale the failure of the chief Public school of each division to retain pupils above Standard V. is still more marked; at Klipdam, Mafeking and Vryburg out of 47, 115 and 91 pupils present at the annual inspection only 1, 3 and 3 respectively were classed above Standard V., pupil-teachers being again excluded, of whom, however, there were in all only 3 in the three schools. Such figures are indeed deplorable, relating as they do to what should represent the local "Grammar Schools" of these divisions, for it is but a small minority of the pupils who disappear after passing Standards IV. or V. that go southwards to the great High Schools of the Colony. The failure of parents to support these schools, at least in the higher Standards, deserves the earnest consideration of the new School Boards who with the ampler means at their disposal should strive to raise the general efficiency and status of the chief Public schools of the north and to retain pupils in the higher stages of their school career.

After this somewhat gloomy review it is a relief to note that there has been a general advance in the percentage of pupils above Standard IV. as compared with the figures for the previous year in every grade of school except the Third Class Public schools, where the percentage has fallen unexpectedly from 4.1 to 2.8. This may to some extent be due to the conversion of a considerable number of Country Poor schools in Vryburg into Public schools, for in these schools the average attainments are not high. The figures in one of the annexed tables show that among the Coloured and Native schools of Kimberley there is also a higher level of attainment than elsewhere, but in this connection it must be remembered that the Coloured children have a Second and a Third Class Public school at Kimberley and Modder River respectively, and that even the Native population of Kimberley is provided with one Third Class Public school, also within the Municipality of Kimberley.

Appended is a table exhibiting the average attainments, so far as Standards are concerned, of White and Coloured pupils respectively in each division of the Circuit, as well as a table showing the classification of pupils in schools of each grade separately.

TABLE SHOWING THE AVERAGE ATTAINMENTS OF PUPILS IN EACH DIVISION OF THE CIRCUIT.

DIVISION.	White Pupils.		Coloured Pupils.	
	In and below Standard I.	In and above Standard V.	In and below Standard I.	In and above Standard V.
Barkly West ...	66.5	2.8	88.9	0
Kimberley ...	45.1	16.4	77.4	2.9
Mafeking ...	68.4	4.9	87.5	0
Vryburg ...	68.6	3.5	83.6	9
Average ...	52.6	12.1	81.4	1.7

[G. 5—1906.]

E.—CLASSIFICATION OF PUPILS.

CLASS OF SCHOOL.	No. of Schools Inspected.	Pupils enrolled.	Pupils present.	Sub-Standards.	Standards.							Ex-Standard.	Pupil Teachers.	Unclassified.	Percentage above Standard IV.
					Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.				
A 1	2	770	718	131	52	100	130	80	111	48	37	20	9	...	31.3
A 2	5	867	813	343	100	118	93	66	52	25	4	1	11	...	11.4
A 3	23	1148	1013	525	152	151	89	67	14	4	...	...	11	...	2.8
E	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
P.F.	7	67	60	30	4	16	2	2	4	1	...	...	...	...	8.4
Poor	14	751	705	357	90	112	69	43	24	2	...	...	7	...	14.7
B	33	2542	2259	1603	318	204	94	30	8	...	...	...	2	...	0.4
C	1	19	19	13	2	1	3	...	...	...	...	...	...	...	...
Totals, 1905	85	6164	5587	3002	718	702	480	288	213	80	41	21	40	2	...
Do., 1904	72	6107	5454	2953	765	648	433	354	128	96	14	22	40	1	...
Percentages, 1905	...	...	(100)	53.7	12.8	12.5	8.6	5.1	3.8	1.4	0.7	0.4	0.7	...	7.1
Do., 1904	...	...	(100)	54.1	14.0	11.8	7.9	6.4	2.3	1.7	0.2	0.4	0.7	...	5.5

F.—STANDARD OF ATTAINMENT IN WHITE AND COLOURED SCHOOLS.

PUPILS.	All Schools.		White Schools.		Coloured Schools.	
	Percentages.		Percentages.		Percentages.	
	1905.	1904.	1905.	1904.	1905.	1904.
In Standard I. and below	66.6	68.1	52.6	52.7	81.4	81.9
In Standard V. and above	7.1	5.5	12.1	10.5	1.7	1.0

VI. Pupils' Progress.—Of the pupils presented for Standards at the annual inspections from 80 to 85 per cent. as a rule had acquired sufficient knowledge to satisfy the required tests, but from this general description must be excepted both the Private Farm schools for White children and the Mission schools for Natives. In the former only 52 per cent. and in the latter only 48 per cent. were regarded as sufficiently advanced to be moved up to the next Standard. It is a common fault in the Farm school to find children attempting too much, and with regret it must be stated that this is more frequently the fault of the farmer than of the teacher; the root of the evil lies in the misconception that education necessarily means advancement in Standards rather than the training of the children; moreover, the isolation of their life and lack of emulation make the progress of pupils at a Farm school sometimes somewhat slow. In the Mission schools extremely bad work was done in the divisions of Mafeking and Barkly West in almost all cases, while the work of the dozen large Mission schools of Kimberley was, for some unexplained reason, certainly not equal in efficiency to that of the previous year. The percentage of pupils who advanced a Standard during the year was higher in the case of every type of school for Whites, but in Coloured and Native schools roughly only 50 per cent. of the pupils in the Standards were advanced, instead of about 70 per cent. as in the previous year. A point of more vital importance than the mere passing of Standards is the continuity of work in the case of the pupils, so that it is gratifying to note once more a small increase in the proportion of pupils examined in the Standards who were present in the same school at the previous inspection.

The annexed table gives full statistics as to the success and progress of pupils in so far as the Standards are concerned.

G.—PROGRESS OF PUPILS AT INSPECTION.

CLASS OF SCHOOL.	Presented in Standards.	Passed.	Percentage of Passes.	Present also at preceding Inspection.	Placed in higher Standard.	Placed in same Standard.	Placed in lower Standard.	Percentage placed in higher Standard.	Percentage placed in higher Standard, 1904
A 2	471	373	79.2	335	295	40	...	88.0	80.9
A 3	494	424	85.8	271	229	41	1	84.5	80.7
E	...	...	...	...	...	...	...	...	...
P.F.	38	20	52.6	10	8	2	...	80.0	77.7
Poor	357	296	82.9	228	190	37	1	83.3	71.1
B	824	396	48.0	604	304	290	10	50.3	69.5
C	6	5	83.3	...	...	...	...	...	...
Total	2775	1999	72.0	1844	1357	474	13	73.6	76.8

VII. Subjects of Instruction.—In a report of this nature it is not easy to comment in sufficiently general terms on the nature of the instruction given in schools of varied types, in which the work is in charge of teachers of different races and colours. Perhaps the manner in which *Reading* and *Recitation* are taught arouse more unfavourable comment than other subjects, but the general level of taste and expression in reading is not as a rule high, and it is hopeless to look for any good work in cases where no good model is set before the children; the relief in a country tour of finding schools here and there in which children speak and read with clear articulation and good expression is great, for such praise, even in the White schools of rural areas, cannot be accorded to perhaps more than one school out of every four. Listless apathy and wooden energy are the Scylla and Charybdis of the reading lesson, but of the two faults it is the White school that is prone to steer towards the former and the Native Mission school that under the energetic guidance of the teacher reaches the latter. On the proper method of handling the reading lessons from infancy upwards with its appeals to judgment in the use of the voice, to intelligence in grasping the subject matter and to readiness of expression in conversation on it may be said to depend in a large measure the development of the child's mind and few lessons heard in the course of a year's tour attain this standard. There are indeed some few Native Mission schools, chiefly in Bechuanaland, that do not fall even within the scope of these comments, for the English used in them would, without the aid of a book, be almost unintelligible. In all White schools one or more alternative reading books should be used, in addition to the regular Reader; it develops the power of reading at sight and prevents that woodenness that arises from the fact that teacher and pupils alike are too well acquainted with the Reader to profit by any further repetition of its pages. For Native Mission schools the ideal Reader has still to be produced; it should deal with subjects that appeal to the Native mind, the story of his tribes and of the White man, hut life, country life, town life, the creatures of the veld, work in the country and in the town and moral lessons suited to the abilities of the Native child; it is painful to hear "ground out" sometimes a reading lesson on some subject about which neither teacher nor pupils have any rational ideas. *Recitation* is in a far worse state than *Reading* in both White and Coloured schools; one point on which stress should be laid is the selection of poems on which it is worth spending hours of labour in school. Another matter to which it should certainly be unnecessary to call the attention of careful teachers is the necessity of not working for too long a period at the same poem, for this contributes to the mechanical method of reciting common in so many schools. *Spelling* is usually good, but it is not combined in a proper manner with elementary lessons in sentence-building and in Composition, oral as well as written, the result being that pupils are not always able to use correctly words which they can spell. The only other subjects of the Elementary School Course to which special reference need be made are *Writing* and *Arithmetic*; of the former a curious description might

be given as approximately true, viz., that Writing on slates is good, in copybooks fair, but in exercise books often very poor and sometimes extremely careless. Schools have been found in which all work, with the exception of the exercise books, has been supervised with the utmost care, these books, however, being in a very discreditable state. Though infinite pains and time are devoted to *Arithmetic* it still remains "the fatal subject"; in many of the Native schools mechanical accuracy is attained but sometimes very little else; in the arrangement of the work, however, a general improvement may be noted during the last two years.

VIII *Teachers*.—The only method of showing in statistical form the qualifications of the teachers is by dividing them into those who hold professional certificates and those who do not; in Table H below will be found details of the class of certificates held by the various teachers, but it may be well to point out that under the heading "T. 3," that is, a Third Class teacher, are included a certain number of acting teachers who have obtained the certificate by examination after attendance at a Vacation Course. The proportion of professionally-trained teachers has advanced considerably, particularly in the divisions of Barkly West and Vryburg; in the leading division of Kimberley also there is a further advance, the proportion of trained teachers of all races now being over three out of every four. Other points worthy of note are the increases in number of teachers holding Second as well as Third Class Cape Certificates and the addition of a holder of one of the few First Class certificates yet granted; on the other hand, among a much larger number of teachers than these engaged in schools last year the number holding the English and Scotch Privy Council Certificate has fallen from 26 to 21.

H.—QUALIFICATIONS.

(This Table includes only Teachers in Schools Inspected.)

DIVISION.	Certificated.					Uncertificated.	Percentage Certificated.	
	P.C.	T 1.	T 2.	T 3.	Total.		1905.	1904.
Barkly West	1	...	1	11	13	7	65.0	35.2
Kimberley ...	18	1	6	55	80	23	77.6	71.8
Mafeking ...	...	...	1	7	8	20	28.5	25.0
Vryburg ...	2	...	...	21	23	13	63.9	45.4
Totals ...	21	1	8	94	124	63	66.3	57.8

Probably a much clearer view of the distribution of qualified teachers can be obtained from the next table, in which a distinction is drawn between teachers in Mission schools and all other teachers, for it is in the Mission Schools that most of the professionally unqualified teachers are found; the figures are based on the returns in the Second Quarterly Abstract of the Education Gazette for 1905.

TEACHERS' QUALIFICATIONS.

DIVISION.	In all schools <i>except</i> Mission Schools.		In Mission Schools.	
	Certificated.	Uncertificated.	Certificated.	Uncertificated.
Barkly West ...	11	5	10	4
Kimberley ...	78	13	12	20
Mafeking ...	7	2	3	14
Vryburg ...	14	3	5	8
Totals ...	110	23	30	46

The above table shows that 4 out of every 5 teachers in schools of every type except Mission schools possess some professional qualification, whereas in Mission schools only 2 out of every 5 have the same advantage of training. Two other points in the same table are worthy of the attention of missionary superintendents; they are the figures for the Mission schools of Kimberley and Mafeking. In an urban centre such as Kimberley the proportion of trained teachers must be regarded as very unsatisfactory, while the almost total absence of qualified teachers in the Mafeking division is lamentable. It must, however, be remembered that the salaries available in the Mafeking division are naturally smaller than those offered at Kimberley and that "stad life" has but little attraction for the ordinary type of trained native teacher. The whole subject of Native trained teachers for the north bristles with difficulties, as the Bechuanas have no teachers and at present no pupils sufficiently advanced to enter upon the preliminary steps of a teacher's career. The number of acting teachers who year by year attempt the first year's examination for pupil-teachers and fail utterly is a sufficiently clear indication of the backwardness of the teachers in Bechuanaland; another and a much graver question here arises; it is the fitness morally of some of the teachers and the influence that they are likely to exercise over their pupils. In the course of a single year three Native teachers have been dismissed for grave offences, and two others have disappeared suddenly under very discreditable circumstances.

A further table, I, shows the number of men and of women employed as teachers, but possibly a glance at their distribution in Mission schools and in all schools save Mission schools may be more useful as the proportion of male teachers is much larger in Native Mission schools than elsewhere. In non-Mission schools—that is, in what are with three exceptions, the White schools of this Circuit—36 men and 103 women are employed, whereas in Mission schools 34 men and 39 women are engaged in teaching.

I.—SEX.

(Based on Quarterly Statistics.)

DIVISION.	Male.	Female.	Total.	Percentage of Male Teachers.	
				1905.	1904.
Barkly West ...	12	17	29	41.2	31.8
Kimberley ...	36	89	125	28.8	26.3
Mafeking ...	12	16	28	42.8	47.8
Vryburg ...	10	20	30	33.3	43.7
Totals ...	70	142	212	33.0	32.6

IX. *Libraries*.—Disappointment was expressed last year at the smallness of the number of school libraries, but somewhat harsher terms may well be used now, for in the course of a year's tour every Third Class Public school and every Poor school was offered a gift of 60 books free, on the simple condition that a suitable case or cupboard should be provided, yet at the end of the year only 1 out of every 4 Third Class schools in the Circuit possessed a school library and certainly not more than 1 out of every 6 Poor schools. Managers and teachers alike should regard the neglect to profit from the liberality of the Education Department as discreditable to themselves, and it may be well here to impress upon the new School Boards the urgent need to aid schools to form suitable libraries; in a Colony where liberal support is given by the Government to every little town or village in order to assist in the formation of libraries for adults, it should be unnecessary to dwell at length on the many advantages to be derived by the child from its teachers in the choice of books. Yet the simple description that may be given of the forming of school libraries in the north is that scarcely the slightest progress has been made during the year, as may be gathered from the accompanying table.

J.—SCHOOLS POSSESSING LIBRARIES.

CLASS OF SCHOOL.	A 1.	A 2.	A 3.	Other Schools.	Total.	
					1905.	1904.
Number of Schools in Circuit	2	5	26	57	90	89
Number possessing Libraries	2	4	7	2	15	13

X. *School Buildings*.—No portion of this report can be more discouraging than a review of the school buildings erected during the year, but the difficulty of obtaining building loans has delayed some schemes, while the radical changes brought about by the School Board Act of 1905 in regard to finance has induced Committees to postpone building schemes till the new system of control was properly organised. A notable addition to school buildings is the Teachers' Hostel at Kimberley, a good building designed for the accommodation of teachers in the service of the Kimberley Board and for providing lunch for scholars at the High Schools; this building is to be extended shortly in accordance with the original plans. The congregation of St. Cyprian's have also good reason to be proud of the school building erected for Coloured children of the English Church in Kimberley; it consists of three finely proportioned class-rooms, though externally the building is certainly far from beautiful. This almost exhausts the building list for the year for the division of Kimberley. With the exception of one or two small and unsuitable buildings there is nothing to record of Mafeking and Barkly West, though in one or two cases in the north better Churches have been erected, which will serve also as school buildings. In the division of Vryburg the only buildings being erected at present are those of the London Missionary Society at Tiger Kloof. The erection of school buildings will fall, in accordance with the provisions of the new Act in regard to finance, within the control of the School Boards, and many improvements in the method of providing school buildings will be introduced; none will be more welcome than the systematic consideration of building schemes for small schools, for in country districts most unsuitable buildings are often erected hastily without consulting those capable of giving advice; under the new *regime* school-rooms with earth floors and galvanised-iron roofs without ceilings beneath should become things of the past, as well as buildings of galvanised-iron which resemble ovens in the summer and ice-houses in the winter; in the country districts of Mafeking and Vryburg the former type of building predominates, while in Barkly West galvanised-iron is preferred; in both cases the great cost of timber must be taken into account, for at the railway station the cost is almost twice that of the same wood at the coast, while the long transport journey adds again to the total cost. Another difficulty is the production of a good brick, for the cost of transport renders it hopeless to look for any brick save that of local manufacture; in Bechuanaland the bricks used are of very poor quality, and away from Kimberley it seems almost impossible to obtain a really good hard-baked brick; stone, on the other hand, is troublesome and costly to work. In the division of Barkly West buildings capable of being erected and taken down in sections would probably be the best type to adopt for schools in the smaller diggings with their fluctuating populations. However, the difficulties which have proved too formidable for the means of isolated country School Committees should not be beyond those of the School Boards.

In summing up at the end of the previous report on the state of education in the north of the Colony reference was made to the increased efficiency of the schools in many areas, urban and rural, this being due almost solely to the presence of teachers of a better type in groups of schools in which skilled teachers had not been employed before. It is possible now, with the increased means placed at the disposal of School Committees and with the new machinery created for administrative purposes, to expect better control and organisation of the schools, more systematic grading and supervision, better buildings and equipment and more contentment among teachers who have in the past suffered so severely in the north from lowness of salary and high cost of living.

The other point then dealt with was the position of Kimberley as a centre of education in the north; some attention has been given already to the establishment of Institutions which would tend to increase the influence of the largest town in the north over the surrounding areas and public opinion is moving slowly in the direction indicated. The schools, both Public and Private, of Kimberley are becoming better known throughout the north, and the possibility in the future of seeing better methods introduced in the training of teachers for the north, of the establishment of a School of Art and of the provision of boarding accommodation for both boys and girls make the prospect bright. Each one of these schemes, however, needs the most careful consideration, and nothing would be gained by hurried decisions on matters in which great cost is involved and in which there is but little or no guidance to be drawn from past experience in the north. It is, however, evident that if the local authorities and wealthy citizens, past as well as present, of the "diamond town" would assist the efforts of those who, after raising the level of elementary education, are now striving to make some better provision for the higher education of the north, there should be no lack of means to build up and endow institutions of which the town might be justly proud. Much has been done recently by private munificence in the foundation of scholarships and bursaries for the schools of the town, and much is due also to the Directors of De Beers Corporation for the generous assistance rendered to schools of all kinds in the towns of Kimberley and Beaconsfield.

I have the honour to be,

Sir,

Your obedient Servant,

OSCAR J. S. SACHEL.

Kimberley, January, 1906.

24.—INSPECTOR SPURWAY'S REPORT.

[CIRCUIT.—ALBERT, COLESBERG, HANOVER, MIDDELBURG, MOLTEÑO AND STEYNSBURG.]

SIR,—I have the honour to submit a report for the year ending 30th September, 1905. Up to the end of 1904 Inspector Macleod had charge of this Circuit, but since that time it has been under my care.

I. *Administration.*—Most of the actual inspection work was done during the first three quarters of the year. The last quarter was mainly spent in paying informal visits, and during that time nearly all the schools in the Circuit were visited. Owing to the increase in the number of schools the inspection of some will fall a month or two later next year, and the work will then be more evenly distributed. It is hoped, however, that time will still be available for interim visits, which are of great value, as they afford an opportunity for giving the less experienced teachers advice in the classification of their pupils, and general direction in their work.

II. *Supply of Schools.*—The annexed table shows the number of schools in existence on 30th September, 1905, as compared with the number on the same date in the preceding year.

A.—NUMBER OF SCHOOLS.

DIVISION.	A 1.	A 2.	A 3.	P.F.	Poor.	B.	Total 1905.	Total 1904.	Increase.
Albert ...	1	1	5	11	2	5	25	19	6
Colesberg ...	1	1	5	6	...	2	15	12	3
Hanover ...	...	1	2	3	...	1	7	6	1
Middelburg ...	1	...	5	7	1	2	16	14	2
Molteno ...	...	1	4	9	3	1	18	15	3
Steynsburg ...	...	1	2	5	...	...	8	5	3
Totals, 1905 ...	3	5	23	41	6	11	89	...	...
Do., 1904 ...	3	5	17	28	6	12	...	71	...
Increase ...	...	...	6	13	...	-1	...	...	18

From the above table it is seen that there is an increase in the number of schools in every division comprised within the Circuit; the total increase is no less than 25 per cent. In spite of this increase the supply of schools is quite inadequate, and a very considerable number of children are not being educated. In some cases this is due to the apathy of parents, in a few it is possibly due to poverty. It will be easy for the School Boards, with their knowledge of local circumstances, to assist such as need assistance, and it is hoped that they will bring pressure to bear upon the apathetic. The small number of schools in the Hanover and Steynsburg divisions is greatly to be deplored. In Steynsburg, though there is a considerable location, the School for Coloured children has been closed for half the year. In Colesberg,

Molteno and Steynsburg education is sadly handicapped by the existence of schools supported privately. Without Government aid these schools cannot be so adequately staffed as to secure efficiency, while the Public schools are reduced in numbers and can also support only a small staff of teachers. It follows that the teachers in all these schools have their energies taxed to the utmost to overtake the work, and consequently education suffers. In Burghersdorp there are two Public schools, a totally unnecessary provision seeing that the number of children attending both does not exceed 200. On the other hand, there is no Poor school, and many children are either receiving no education or are attending small Private schools, the efficiency of which is very doubtful.

Details in regard to schools opened and closed are given in the following table.

B.—SCHOOLS OPENED AND CLOSED.

(1) Schools Opened.

DIVISION.	A 3.	P.F.	Poor.	B.	Total, 1905.	Total, 1904.	Increase.
Albert	2	8	1	2	13	5	8
Colesberg ... ..	...	4	...	...	4	4	...
Hanover	1	1	...	...	2	1	1
Middelburg	1	4	...	...	5	8	-3
Molteno	1	4	2	...	7	5	2
Steynsburg	1	3	...	...	4	2	2
Schools Opened : Totals ...	6	24	3	2	35	25	10

(2) Schools Closed.

Albert	1	4	2	...	7	6	1
Colesberg ... ..	...	...	...	1	1	5	-4
Hanover ... ..	...	1	...	...	1	2	-1
Middelburg	1	2	...	...	3	5	-2
Molteno	1	2	1	...	4	5	-1
Steynsburg ... ..	...	...	...	1	1	...	1
Schools Closed : Totals ...	3	9	3	2	17	23	-6
Result of Re-classification	3	-2	...	-1	...	...	...
Net Increase	6	13	...	-1	18	...	...

* These Figures are for the period 1st July, 1903 to 30th June, 1904.

Considerable fluctuation has occurred in the case of Private Farm and small A 3 schools. This is a matter for regret, but when a farmer cannot secure a teacher, or at best only a very indifferent one, his anxiety for the education of his children often induces him to close his Farm school, and to reside in a town, a proceeding which must prejudice the affairs of his farm, and thus after a while he is led to try a Private Farm school again. Where a reasonably competent teacher has charge of children for a period of three years, instead of three months, it will be found that the children make far more progress than when new teachers have to be secured at frequent intervals. Of the Poor schools closed in the Albert division, the one at Odendaal-stroom ceased to exist owing to insufficient attendance, brought about by the fact that drought and consequent depression had caused several families to trek to other parts. The other, at Lemoenkraal, closed when some paying pupils were removed to attend a school nearer their home. Of schools for Coloured children 2, one in Burghersdorp and one in Venterstad, were opened under the auspices of the Dutch Reformed Church. At Norval's Pont an unfortunate dispute between the teacher and the native minister caused the people to withdraw their children, and the school was closed.

III. *Enrolment and Attendance.*—The next table shows the number of White and of Coloured children and the total number of children enrolled in each division in 1905 and 1904. The increase or decrease and the percentage increase or decrease are also shown.

C.—ENROLMENT.

DIVISION.	White.		Increase.	Coloured.		Increase.	Total.		Increase.	Percentage Increase.	
	1905	1904		1905	1904		1905	1904		1905.	1904.
Albert	559	554	5	364	263	101	923	817	106	-1.06	13.0
Colesberg	459	413	46	313	365	-52	772	778	-6	32.46	-0.8
Hanover	207	154	53	69	70	-1	276	224	52	-8.36	23.2
Middelburg	605	548	57	277	255	22	882	803	79	18.98	9.8
Molteno	426	390	36	61	56	5	487	446	41	-20.76	9.2
Steynsburg	215	269	-54	...	47	-47	215	316	-101	13.08	-32.0
Totals	2471	2328	143	1084	1056	28	3555	3384	171	...	...
Percentage Increase 1905	...	...	6.14	...	...	2.65	...	...	...	5.05	...
Do. 1904	...	...	2.45	...	...	16.45	...	...	...	...	6.84

An increase in the number of White children is shown in five of the six divisions comprised in the Circuit. The decrease in the Steynsburg division is due to the establishment of the Denominational non-aided school to which reference has been made above. Any satisfaction that may be felt by reason of the progress made is tempered by the thought of how much remains to be done, for probably not more than half of the White children of school-going age are actually under instruction; in the Middelburg division barely one-third attend school. In Coloured schools less progress has been made, and in three divisions there is a decrease in the number of Coloured children attending school; it has already been explained that this is due to the temporary closing of 2 schools.

The next table shows the number of pupils enrolled and the average attendance for each division and for the whole Circuit. The percentage that the attendance forms of the enrolment is also given, and compared with that of the preceding year.

D.—AVERAGE ATTENDANCE.

DIVISION.	Pupils Enrolled.	Average Attendance.	Percentage, 1905.	Percentage, 1904.
Albert	923	850	92.1	85.9
Colesberg	772	663	85.9	83.0
Hanover	276	250	90.6	95.2
Middelburg	882	763	86.5	85.9
Molteno	487	422	86.7	89.3
Steynsburg	215	195	90.7	86.2
Totals, 1904	355	3143	88.4	...
Do., 1905	3420	2964	...	86.6

A slight increase in the percentage attendance is gratifying as indicating that the importance of regularity is being recognised. Last year the Hanover schools led the way in the matter of regular attendance, and the falling off is due to the prevalence, or fear, of infectious disease on two occasions during the year. An improvement recently made in the water supply will, it is hoped, prevent an outbreak in future. On the whole the average attendance is high, and bears eloquent testimony to the healthiness of the climate.

V. *Inspection of Schools.*—The number of schools formally inspected during the year was 79, including 60 inspections made by Inspectors of other Circuits. Of informal visits 81 were made, including 4 by the Railway Education Officer and 74 by Inspectors of other Circuits. Most of the inspection work unavoidably fell due in the first three quarters of the year, and consequently less time than could be wished was available for other pressing work.

V. *Pupils' Attainments at Inspection.*—The annexed table shows, for each class of school, the number of pupils enrolled, the number presented at inspection, and the classification of these in Standards after inspection. The numbers and percentages for all schools are also shown, and compared with those for the preceding year.

E.—CLASSIFICATION OF PUPILS.

CLASS OF SCHOOL.	Number of Schools Inspected.	Pupils Enrolled.	Pupils Present.	Sub-Standards.	Standards.							Ex-Standard.	Pupil Teachers.	Unclassified.	Percentage above Standard IV.*
					Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.				
A 1	3	545	529	137	63	60	72	68	53	34	11	22	9	...	24.4
A 2	5	858	817	235	97	122	111	107	62	40	21	7	12	3	17.4
A 3	20	687	646	287	100	95	76	57	19	11	...	...	...	1	4.7
P.F.	35	277	269	77	43	43	43	32	20	8	3	...	...	...	11.5
Poor	7	260	246	131	51	39	16	9	...	...	...	...	...	...	...
B	9	871	801	517	80	98	56	40	10	...	...	...	...	...	1.2
Totals, 1905	79	3498	3308	1384	434	457	374	313	164	93	35	29	21	4	...
Do., 1904	67	3286	3081	1319	362	446	370	262	165	87	34	14	22	...	...
Percentages, 1905	...	...	94.6	41.9	13.1	13.8	11.3	9.5	5.0	2.8	1.1	9.6	...	...	10.4
Percentages, 1904	...	...	93.8	42.8	11.7	14.4	12.0	8.5	5.3	2.8	1.1	4.7	...	...	10.4

* Omitting unclassified pupils.

In A 1 schools the percentage of pupils who have passed above Standard IV. is slightly higher than it was last year, but most of the other classes of schools show a slight falling off. Generally it may be said that the preparation of candidates beyond Standard IV., or beyond Standard V., is not very successfully attempted except in the better equipped and better staffed A 1 and A 2 schools. Only one Coloured school in the Circuit presented pupils for Standard V., and it is certain that the time spent on these pupils would have been much better spent if it had been devoted to the larger number of children in and below Standard IV. The attempt to teach Standard V. is often made at the expense of the general efficiency of the school as a whole.

The next table shows the percentage of pupils classified in and below Standard I., and also in and above Standard V. Comparison is also made with the preceding year.

F.—STANDARD OF ATTAINMENT IN WHITE AND COLOURED SCHOOLS.

PUPILS.	All Schools.		White Schools.		Coloured Schools.	
	Percentages.		Percentages.		Percentages.	
	1905.	1904.	1905.	1904.	1905.	1904.
In Standard I. and below ...	55.0	54.5	48.8	44.9	74.5	75.7
In Standard V. and above (omitting unclassified pupils)	10.4	10.4	13.3	14.7	1.2	0.8

In schools for White children an increase in the percentage of children in and below Standard I. and a decrease in the percentage of those in and above Standard V. cannot be regarded as satisfactory features. It is also a serious matter that so very few children proceed beyond Standard IV. It ought not to be too much to expect to find from 25 to 30 per cent. of the total number of pupils in and above Standard V.

VI. *Pupils' Progress.*—The next table shows, for each class of school, the number of children presented in the Standards, the number that passed and the percentage of passes. The number and the percentage of pupils who reached a higher Standard than they passed last year are also shown.

G.—PROGRESS OF PUPILS AT INSPECTION.

CLASS OF SCHOOL.	Presented in Standards.	Passed.	Percentage of Passes.	Present also at preceding Inspection.	Placed in higher Standard.	Placed in same Standard.	Placed in lower Standard.	Percentage placed in higher Standard.	Percentage placed in higher Standard, 1904.
A 2	572	463	80.9	435	360	75	...	82.8	88.4
A 3	374	292	78.1	231	188	43	...	81.4	86.9
P.F.	202	158	78.2	77	62	15	...	80.5	61.5
Poor	125	83	66.4	80	69	11	...	86.2	70.7
B	312	195	62.5	189	121	68	...	64.0	70.5
Totals	1952	1486	76.1	1279	1040	239	...	81.3	79.1

It may be asked how it happens that 5 per cent. more pupils reached a higher Standard than succeeded in passing. The reason is that teachers of limited experience often allow their better judgment to be overruled by the wishes of parents. It is fully recognised that there are cases where an experienced teacher, from his more extensive knowledge of a pupil's capabilities, will wisely exercise his judgment and promote a pupil whose failure has not been conspicuously bad, but such cases are rare, and unless the usual testing of the work throughout the year shows that the promotion was justified there should be no hesitation in relegating the pupil to his proper Standard. In one school where there had been a good many failures last year almost every pupil had been promoted, though an examination of the record plainly showed that the promotions should never have been made. The result was disappointment and failure for a second year in succession, while it would not be too much to say that the work of the school was very adversely affected. It cannot be too strongly urged on Principals that if these irregular promotions are made, they should be made only after much careful consideration, and never as a result of pressure from without.

VII. *Subjects of Instruction.*—In White schools *Reading* and *Recitation* are usually accurate, but the children should be trained to modulate their voices and to give expression to the sense of the passage. In the few schools where really good *Reading* is found the children's enjoyment of the lesson is evident. In Coloured schools the above-mentioned faults are even more prevalent. In addition there is too little care taken to secure pure enunciation, and little or nothing is done to render the lessons intelligible and interesting. *Writing* shows signs of much care, but there is need for closer supervision and for more blackboard demonstration. *Spelling* is usually better in the lower than in the upper Standards; pupils cannot be

impressed too early with the necessity for knowing how to spell every word they can read. *Arithmetic* is often found to be a difficulty. Up to Standard IV. good methods are generally found, and the work is neatly done. Beyond that Standard method is less satisfactory. In Standard V., notwithstanding the model exercises fully worked out that have from time to time appeared in the *Education Gazette*, it is rarely found that an ordinary question in simplification of fractions is properly set out. In the higher rules important steps in the statement of a sum are left out altogether so that it is well-nigh impossible to discover how a result has been arrived at. *Mental Arithmetic* is receiving more attention, but it must be said that its importance warrants the giving of even more time to it, and such time would be found to be well spent, for the pupils would grasp the principles underlying the Written Arithmetic all the more readily. In *Grammar* one branch, the correction of faulty sentences, is seldom well done, but the other branches of this subject are on the whole satisfactory. *Composition* is very backward; in the upper classes where good work might reasonably be expected the teacher's task is rendered the more difficult by the all too prevalent neglect of private reading on the part of the pupils. *History* and *Geography*, subjects which when properly treated afford an opportunity to widen a child's ideas, are well taught in the better schools, but in Private Farm, the smaller A 3 and in Coloured schools these subjects receive little attention, possibly owing to the many classes that have to be taught by one teacher.

VIII. *Teachers*.—The following table shows the number of certificated and of uncertificated teachers and the percentage that the former is of the total number.

H.—QUALIFICATIONS.

(This Table includes only Teachers in Schools Inspected.)

DIVISION.	Certificated.							Un- certificated.	Percentage Certificated.	
	P.C.	Other British	T 1.	T 2.	T 3.	Total.	1905.		1904.	
Albert	2	...	1	3	14	20	8	71.4	54.5	
Colesberg ... ..	...	1	...	...	13	14	7	66.7	70.0
Hanover ... ..	...	...	...	2	8	10	3	76.9	88.8
Middelburg	1	...	...	2	12	15	14	51.7	66.6
Molteno	2	...	...	...	11	13	16	44.8	47.8
Steynsburg	1	...	...	2	4	7	4	63.6	77.7
Totals	6	1	1	9	62	79	52	60.3	62.7	

The percentage of certificated teachers has decreased since last year, but this is probably due to the establishment of additional Private Farm schools, in which class of school most of the teachers are uncertificated. Abundant opportunities are given to teachers to gain a certificate, but, though the Farm School teacher should have plenty of time for private reading, not more than one or two have been found who were doing anything to equip themselves better for their work. At a Vacation Course an intelligent teacher can gain much valuable direction for his work, but every teacher who intends to present himself for such a Course should prepare to obtain the most benefit from it by a course of private reading. In the Public schools in the towns it is now a rare thing to find a teacher without either academic or professional qualification.

The subjoined table shows the sex of the teachers employed in the schools of the Circuit.

I.—SEX.

(Based on Quarterly Statistics.)

DIVISION.	Male.	Female.	Total.	Percentage of Male Teachers	
				1905	1904
Albert	16	24	40	40.0	34.3
Colesberg	11	17	28	39.3	40.0
Hanover	4	9	13	30.8	16.6
Middelburg	11	18	29	37.9	40.0
Molteno	12	14	26	46.2	32.0
Steynsburg	3	10	13	23.1	45.4
Totals	57	92	149	38.3	35.4

The percentage of male teachers has increased, but this is not a thing to be desired, for the increase is entirely due to the employment of uncertificated male teachers in Private Farm schools. It has been pointed out above that these teachers are doing nothing to qualify themselves for their work, and it is more than doubtful if any large number of these teachers seriously mean to take up teaching as a profession. It is greatly to be deplored that young men are wasting the best years of their lives in doing in a perfunctory manner work in which they are not interested, and from which they can gain no experience that will be of much practical use to them when they take up other work. It is plain that £45 to £60 per annum can hardly support them for life, but more than that they can never hope to obtain unless they qualify themselves by an arduous course of study. It will be found generally that the uncertificated female teacher has more natural aptitude for teaching than the uncertificated male teacher.

IX. *Libraries*.—The last table shows how many schools have libraries.

J.—SCHOOLS POSSESSING LIBRARIES.

	A 1.	A 2.	A 3.	Other Schools.	Total.	
					1905.	1904.
Number of Schools in Circuit	3	5	23	58	89	71
Number possessing Libraries	3	3	7	1	14	15

It will be noticed that most of the A 3 schools are without libraries. Many of these schools are practically large Farm schools, and are liable to fluctuation, as in the case of such schools. Consequently there are obvious difficulties in the way of establishing libraries in these schools. The only A 2 schools not provided with libraries are at Steynsburg and Venterstad, where there should be no delay in getting libraries seeing that a free gift of 60 volumes is available whenever it is applied for, the only condition being that a cupboard for their safe keeping shall be provided.

X. *Buildings and Equipment.*—No important building has been erected during the year. In the towns of Venterstad, Middelburg and Steynsburg the school buildings are most unsatisfactory. There is reason to hope that Middelburg and Steynsburg will have good buildings before next year. The people of Venterstad should not delay to provide suitable buildings. At Molteno and at Burghersdorp good buildings for Poor schools are urgently needed. At Middelburg an effort is being made to improve the existing Poor school. In the schools that have satisfactory buildings the furniture is good and the equipment sufficient, but in the 3 schools named above the furniture is by no means modern or suitable. The small A 3 schools are generally held in a fairly good room, and it is pleasing to record that any suggestions made with a view to improvement are readily adopted. In Coloured schools there is usually a bare minimum of seating accommodation while the supply of desks is inadequate. In most cases much larger buildings are required for very little floor space is available.

I have the honour to be,

Sir,

Your obedient Servant,

E. J. SPURWAY.

Steynsburg,

17th January, 1906.

25.—INSPECTOR THERON'S REPORT.

[CIRCUIT.—BREDASDORP, CALEDON AND STELLENBOSCH.]

SIR,—I have the honour to submit my report for the year ending the 30th September, 1905.

I. *Administration.*—During this period all the schools in the above divisions were formally inspected with the exception of a few that were opened since last June in Caledon and Bredasdorp. Very little could be done in the matter of informal inspections or in visiting neglected localities, on account of the fact that for fully three months I was engaged on the inspection of High Schools in Cape Town and Suburbs in co-operation with Inspectors Craib and Noaks, at Worcester and Robertson in conjunction with Inspectors Craib and Robertson, and at George with Inspectors Craib and Mitchell.

II. *Supply of Schools.*—Table A shows the number of schools in this Circuit in operation at the end of the twelve months under consideration, exhibiting a net gain of 8 schools, the division of Caledon contributing the whole of this increase. In the district of Stellenbosch there is hardly any scope for new schools, but this is far from being the case in Bredasdorp where, it is regrettable to note that not a single school was added to the inadequate number of last year. It is pleasing to record that, especially during the past year, I had most valuable assistance in starting new schools in the division of Caledon. There remain, however, several neglected centres in this division as well as in Bredasdorp where it is hoped that the School Boards will soon make the necessary provision.

A.—NUMBER OF SCHOOLS.

DIVISION.	Sp.	A 1.	A 2.	A 3.	P.F.	Poor.	B.	Total, 1905.	Total, 1904.	In- crease.
Bredasdorp	2	2	11	7	5	27	27	...
Caledon	1	1	8	11	15	8	44	36	8
Stellenbosch	2	4	1	8	2	11	28	28	...
Totals, 1905	2	5	4	18	24	24	99	...	...
Do., 1904	2	5	3	21	22	14	...	91	...
Increase	1	-3	2	8	...	...	...	8

In the subjoined table, marked B, are set down the figures relating to schools opened and schools closed during the year in question. A total of 13 new schools came into existence and 5 were closed, Caledon opening 10 and closing 2, while Bredasdorp gained 3 and lost the same number.

B.—SCHOOLS OPENED AND CLOSED.

(1) Schools Opened.

DIVISION.	A 2.	A 3.	P.F.	Poor.	Total, 1903.	Total, 1904.	Increase.
Bredasdorp	1	2	3	10*	-7
Caledon	1	5	4	10	10	...
Stellenbosch	2	-2
Schools Opened : Totals	1	6	6	13	22	-9

* These figures are for the period 1st July, 1903, to 30th June, 1904.

(2) Schools Closed.

DIVISION.	A 2.	A 3.	P.F.	Poor.	Total, 1905.	Total, 1904.	Increase.
Bredasdorp ...	...	...	2	1	3	3	...
Caledon ...	...	1	1	...	2	5	-3
Stellenbosch ...	...	...	...	...	...	...	...
Schools Closed: Totals	...	1	3	1	5	8	-3
Result of Re-classification	1	-3	-1	3	...	...	...
Net Increase	1	-3	2	8	8	...	...

* These figures are for the period 1st July, 1903 to 30th June, 1904.

III. *Enrolment and Attendance.*—The following tabulated statements, marked C and D respectively, give full details under this heading. Some figures of last year are also given for the purpose of comparison. It will be seen that while there has been an increase of 261 in the total number of children enrolled, both Bredasdorp and Stellenbosch show a decrease in their roll of White children and Caledon in its roll of Coloured children. The most encouraging item in Table C is the considerable increase of White children at school in the division of Caledon. The loss recorded in the case of Bredasdorp, though small, is very regrettable especially in view of the number of neglected White children in the district. The decrease shown by Stellenbosch is due largely to the diminishing influx of boarders from the new Colonies.

C.—ENROLMENT.

DIVISION.	White.		Increase.	Coloured.		Increase.	Total.		Increase.	Percentage Increase.	
	1905.	1904.		1905.	1904.		1905.	1904.		1905.	1904.
Bredasdorp ...	438	449	-11	481	447	34	919	896	23	2.5	9.1
Caledon ...	1263	1002	261	630	660	-30	1893	1662	231	14.6	7.3
Stellenbosch ...	1552	1614	-62	1208	1139	69	2760	2753	7	0.2	8.1
Totals	3239	3043	96	2319	2246	73	5572	5311	261	4.9	8.0
Percentage Increase, 1905	...	...	3.1	...	...	3.2	...	...	4.9	...	...
Percentage Increase, 1904	...	...	13.6	...	...	1.2	...	...	8.0	...	...

D.—AVERAGE ATTENDANCE.

DIVISION.	Pupils enrolled.	Average Attendance.	Percentage, 1905.	Percentage, 1904.
Bredasdorp ...	919	820	89.2	86.6
Caledon ...	1893	1668	88.1	85.7
Stellenbosch ...	2760	2408	87.2	83.8
Totals, 1905	5572	4896	87.8	...
Do. 1904	5311	4524	...	85.2

IV. *Schools Inspected.*—The number of formal inspections for the year was 90, and only 64 informal inspections could be made, as against 115 done during the previous twelve months, for the reason stated in the first paragraph of this report.

V. *Pupils' Attainments at Inspection.*—Attention may be drawn to some figures in the following table E that indicate progress, namely, the increase from 4,659 to 5,026 in the number of pupils present at inspection; the rise in the percentage of pupils classified above Standard IV., from 15.6 to 16.3, and a small increase in the number of pupil-teachers. The small number of pupils returned as "Unclassified" at inspection is also a satisfactory feature. It may be necessary to say that the pupils in High School Standards A and B have been included with those in Standards VI. and VII. respectively, and that the total number of those who passed High School Standards C and D has been added to the number of ex-Standard pupils.

E.—CLASSIFICATION OF PUPILS.

CLASS OF SCHOOL.	Number of Schools Inspected.	Pupils Enrolled.	Pupils Present.	Sub-Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Pupil Teachers.	Unclassified.	Percentage above Standard IV.*
Sp. ...	1	36	36	10	6	14	4	2	...	...	...	...	...	...	...
A 1 ...	5	1243	1188	182	63	99	108	142	134	148	124	144	41	3	49.8
A 2 ...	4	483	454	128	57	81	59	34	37	22	21	7	8	...	20.2
A 3 ...	19	706	676	231	84	98	81	73	58	27	7	...	17	...	16.1
P.F. ...	23	251	241	99	47	25	27	33	9	1	...	...	...	...	4.1
Poor ...	14	262	251	124	42	35	26	17	6	...	...	...	1	...	2.7
B ...	24	2407	2180	1388	278	265	158	82	7	2	...	...	...	...	0.4
Totals, 1905	90	5388	5026	2162	577	617	463	383	251	200	152	151	67	3	...
Do. 1904	78	5001	4659	2030	534	552	454	333	222	217	102	130	55	30	...
Percentages, 1905	...	...	93.2	43.0	11.4	12.2	9.2	7.6	4.9	3.9	3.0	3.0	1.1	...	16.3
Percentages, 1904	...	...	93.1	43.5	11.4	11.8	9.7	7.1	4.7	4.6	2.1	2.9	1.1	0.6	15.6

* Omitting unclassified pupils.

In Table F the figures for White and Coloured schools appear in separate columns. An increase is noted in the percentage of pupils in Standard V. and above at White schools. The drop in the number of Coloured children above Standard IV. to less than 1 per cent., accompanied by a rise in the proportion of those who are still at the rudimentary stage (Sub-Standard and Standard I.), points to the unsatisfactory condition of Mission schools in general.

F.—STANDARD OF ATTAINMENT IN WHITE AND COLOURED SCHOOLS.

PUPILS.	All Schools.		White Schools (omitting Sp.)		Coloured Schools.	
	Percentages.		Percentages.		Percentages.	
	1905.	1904.	1905.	1904.	1905.	1904.
In Standard I. and below...	54.5	55.3	37.7	39.3	76.4	75.6
In Standard V. and above . (Omitting unclassified pupils)	16.3	15.6	28.5	27.1	0.4	1.2

VI. *Pupils' Progress*.—As regards the figures in table G it is satisfactory to note that, while last year 72 per cent. of pupils were admitted to the Standards in which they were presented, this year the percentage of passes has risen to 78.9, a circumstance indicating increasing care and ability on the part of teachers in satisfying the requirements of the Course. The number advancing to a higher Standard has also improved from 74.7 to 79.3 per cent.

G.—PROGRESS OF PUPILS AT INSPECTION.

CLASS OF SCHOOL.	Presented in Standards.	Passed.	Percentage of Passes.	Present also at preceding Inspection.	Placed in higher Standard.	Placed in same Standard.	Placed in lower Standard.	Percentage placed in higher Standard.	Percentage placed in higher Standard,
									1904.
Sp.	29	8	27.5	17	3	14	...	17.6	42.8
A 1	957	777	81.1	674	551	119	4	81.7	84.0
A 2	315	278	88.2	254	230	24	...	90.5	86.1
A 3	451	370	82.0	402	334	68	...	83.0	85.5
P.F.	148	121	81.7	88	72	16	...	81.8	78.2
Poor	138	101	73.1	112	82	30	...	73.2	65.6
B	883	652	73.8	788	580	206	2	73.6	61.8
Totals	2921	2307	78.9	2335	1852	477	6	79.3	74.7

VII. *Subjects of Instruction*.—To go into detailed criticism regarding the teaching of the various requirements of the School Course would be to repeat in effect what I have said in several former reports. Although evidence is not wanting of distinct improvement in the treatment of most subjects one still meets with teachers who have to rid themselves of the notion that a pass in Arithmetic covers a multitude of deficiencies in other parts of the curriculum, and that, no matter how worthless a pupil's knowledge of Grammar and Composition, Reading and Recitation may be, he is entitled to succeed provided he can satisfy the minimum requirements in Arithmetic.

VIII. *Teachers*.—Last year an increase of 14 in the percentage of certificated teachers in the division of Bredasdorp could be recorded; this year the Percentage Certificated shows a decline from 54.8 to 47.1 in the case of this division, which has once more the unenviable distinction of being the only district in this Circuit with less than 50 per cent. of certificated teachers. It is hoped that this stigma may be removed before the next annual report is written. Caledon again shows some improvement, but Stellenbosch lost to the extent of about 2 per cent. in the number of its teachers possessing recognised qualifications. The full particulars regarding credentials are given in table H and the statistics of sex are set down in table I.

H.—QUALIFICATIONS.

(This Table includes only Teachers in Schools Inspected.)

DIVISION.	Certificated.							Un-cert.	Percentage Certificated.	
	P.C.	Other British	O.E.G.	T 2.	T 3.	Misc.	Total.		1905.	1904.
Bredasdorp ... ..	...	...	...	2	15	...	17	19	47.1	54.8
Caledon ... ..	...	...	...	5	27	...	32	23	58.1	54.7
Stellenbosch	3	1	1	21	40	5	71	26	73.1	75.6
Totals	3	1	1	28	82	5	120	68	63.8	64.8

I.—SEX.

(Based on Quarterly Statistics.)

DIVISION.	Male.	Female.	Total.	Percentage of Male Teachers.	
				1905.	1904.
Bredasdorp	6	31	37	16.2	17.1
Caledon	10	57	67	14.9	16.0
Stellenbosch	36	65	101	35.6	36.7
Totals	52	153	205	25.3	27.4

IX. *Libraries*.—There has again been a small increase in the number of school libraries. All the First and Second Class schools in the Circuit, and 11 of the 18 existing Third Class schools, are now provided with reading matter usually far above the heads of all but a very few of the scholars. As I pointed out last year the first care in establishing a library in connection with small country schools should be to provide a number of the easiest possible juvenile books that can be understood by children in Standards IV. and V.

J.—SCHOOLS POSSESSING LIBRARIES.

	A 1.	A 2.	A 3.	Other Schools.	Total.	
					1905.	1904.
Number of Schools in Circuit	5	4	18	72	99	91
Number possessing Libraries	5	4	11	4	24	20

X. *School Buildings and Furniture*.—As regards accommodation there has been considerable improvement in the case of First Class schools. Last year only one of the five A 1 schools in the Circuit could be reported as suitably housed. Since then new buildings have been completed for two others, viz., the Stellenbosch Rhenish Girls' A 1 and the Caledon A 1, while some progress has been made with building schemes for the two High schools at Stellenbosch. Of the four existing A 2 schools three are provided with fairly suitable buildings and furniture, but the Napier A 2 is very poorly accommodated. At Villiersdorp, where the attendance has outgrown the capacity of the old school, an extensive building scheme, assisted by private endowment, is likely to be realised in the near future. In the case of A 3 schools the large majority of which are situated in rural areas and accommodated in private property, there has been no improvement worth recording except the addition of a class-room to the building at Greyton, Caledon. Several Mission schools, notably the Eerste River (E.C.) B and the Somerset Strand (Wes.) B, are greatly in need of better buildings and furniture.

I have the honour to be,

Sir,

Your obedient Servant,

G. P. THERON,

Somerset Strand,
12th January, 1906.

26.—INSPECTOR TOOKE'S REPORT.

[CIRCUIT.—LIBODE, MQANDULI, NGQELENI, PORT ST. JOHN'S, TSOLO AND UMTATA.]

SIR,—I have the honour to submit the following report upon the state of education in this Circuit during the year ending 30th September, 1905.

I. *Administration.*—The first quarter of the year was mainly occupied with the inspection of the schools in the Magistracy of Mqanduli. My work in this district was, however, considerably broken up by the necessity, in the first place, of journeying to Shawbury to join Inspector Hobden in the practical examination of the pupil-teachers of that Institution, and, later, by my having to attend the November meetings of the District Councils of Umtata, Mqanduli and Tsolo. The desirability of the Inspector's presence at these meetings, where the respective Councils frame their estimates of educational grants for the ensuing year, is obvious, while to the Inspector himself his attendance affords an opportunity of keeping in touch with the educational work of the Council, and of making such suggestions and recommendations as seem necessary. Towards the end of the quarter I had again to leave Mqanduli for the inspection of Umtata A 2, after which Inspector Hobden joined me in the examination of the pupil-teachers of Buntingville Training School, and the Practising Schools of Buntingville and Umtata. The Public Schools at Ngqeleni and Port St. John's were also inspected just at the end of the quarter. At the commencement of 1905, during the vacation, some proposed school sites in the Umtata and Tsolo Magistracies were visited; while after the reopening of the schools a number of informal visits were made in these districts, after which the remaining schools in Mqanduli were inspected, and one or two unaided schools qualifying for Government aid were visited. The inspection of the schools in Western Pondoland was then begun, and these with the Umtata schools occupied my time till towards the close of the Third Quarter; some of the Tsolo schools were also inspected before the quarter ended. Early in June Inspector Hobden joined me in the examination of the pupil-teachers at Umtata Training School immediately after which we visited Shawbury Training School for a similar purpose. During the last quarter most of the remaining schools in Tsolo district were inspected. At the beginning and end of this quarter several schools, some in each district in the Circuit, were informally visited, including a number of unaided schools for which the Government grant was desired.

II. *Supply of Schools.*—It is satisfactory to be able to report a considerable increase in the number of schools in the Circuit. In all 24 new schools were opened during the year, but as 7 schools which were in operation at the beginning of the year were afterwards closed, the actual increase amounts to 17, or about 14·5 per cent. The following table shows the number of schools in operation in each Magistracy of the Circuit at the close of the statistical year, while for purposes of comparison the figures for 1904 are added.

A.—NUMBER OF SCHOOLS.

MAGISTRACY.	A 1.	A 2.	A 3.	P.F.	Poor.	C 1.	C.	Total, 1905.	Total, 1904.	Increase
Libode	...	...	...	...	...	...	7	7	6	1
Mqanduli	...	...	...	2	...	...	23	25	18	7
Ngqeleni	...	...	1	...	...	1	8	10	10	...
Port St. John's	...	...	1	...	...	...	2	3	2	1
Tsolo	...	...	1	2	1	...	45	49	45	4
Umtata	1	...	...	1	1	1	36	40	36	4
Totals, 1905	1	...	3	5	2	2	121	134	...	...
Do. 1904	...	2	2	5	4	2	102	...	117	...
Increase	1	-2	1	...	-2	...	19	...	...	17

It will be observed that in one district, Ngqeleni, the number of schools remains unaltered, while in each of the others an advance has been made. It is noteworthy that in the three districts that have come under the Glen Grey Act the improvement is substantial. Mqanduli, which shows the greatest progress with 7 additional schools, was not long ago poorly supplied; three years since there were only 11 schools in the district. The improvement, it is gratifying to state, is likely to continue. Tsolo and Umtata maintain the steady advance they have kept up for some years.

In the following tables details are given of the schools opened and closed in the Circuit during the year. The totals for last year are given for comparison.

B.—SCHOOLS OPENED AND CLOSED.

(1) Schools Opened.

MAGISTRACY.	A 1.	A 2.	A 3.	P.F.	Poor.	C.	Total, 1905.	Total, 1904.	Increase.
Libode	2	2	2	...
Mqanduli	8	8	2	6
Ngqeleni	1	1	2	-1
Port St. John's	1	1	1	...
Tsolo	1	...	3	4	5	-1
Umtata...	1	...	7	8	6	2
Schools opened : Totals	2	...	22	24	18	6

(2) Schools Closed.

Libode ...	...	...	...	...	...	1	1	2	-1
Mqanduli ...	...	...	...	...	...	1	1	1	...
Ngqeleni ...	...	...	...	...	...	1	1	...	1
Port St. John's ...	...	...	...	...	...	...	...	...	...
Tsolo ...	...	...	...	...	...	...	...	...	...
Umtata... ..	...	...	...	2	2	...	4	1	3
Schools Closed : Totals ...	...	...	...	2	2	3	7	4	3
Result of Re-clas- sification ...	1	-2	1	...	...	...	...	...	...
Net Increase...	1	-2	1	...	-2	19	17	...	...

* These figures are for the period 1st July, 1903 to 30th June, 1904.

The most notable feature is the number of C schools opened—22, as compared with 12 last year. Two Poor schools have disappeared from the list, one from inability to secure a sufficient attendance, the other owing to the sale of the farm upon which the school was situated, and the departure from the Territories of the owner, who had been the principal supporter of the school. A small school for European children has been opened at Libode, which, however, has not yet appeared on the Government list, though there is reason to hope that it shortly will do so.

III. *Enrolment and Attendance.*—In the subjoined table is given the number of children enrolled in each Magistracy of the Circuit at the close of the statistical year. The number of White and Coloured children is also given separately, and for the sake of comparison the totals for the previous year are added in each case.

C.—ENROLMENT.

MAGISTRACY.	White.		Increase.	Coloured.		Increase.	Total.		Increase.	Percentage Increase.	
	1905	1904		1905	1904		1905	1904		1905	1904
Libode ...	...	...	...	241	248	-7	241	248	-7	-2.8	-3.6
Mqanduli ...	19	14	5	1,311	919	392	1,330	933	397	42.5	13.8
Ngqeleni ...	14	14	...	450	456	-6	464	470	-6	-1.3	19.5
Port St. John's ...	26	25	1	69	27	42	95	52	43	82.7	103.3
Tsolo ...	68	44	24	2802	2437	365	2870	2481	389	15.7	-2.6
Umtata ...	122	147	-25	2482	2316	166	2604	2463	141	5.7	12.8
Totals ...	249	244	5	7355	6403	952	7604	6647	957	...	...
Percentage Increase 1905 ...	...	...	2.0	...	...	14.9	...	...	...	14.4	...
Percentage Increase 1904 ...	...	...	32.0	...	...	5.2	...	...	...	...	6.4

The total increase in the enrolment of the Circuit for the year is shown on the table as 957, or 14.4 per cent. Towards this total the two districts, Mqanduli and Tsolo, contributed nearly 400 apiece, while a considerable increase is found also in the figures for Umtata. But this improvement, substantial as it is, by no means represents the whole of the progress made since the period covered by the annual report for 1904. It should be remembered that the statistical year in 1904 ended on 30th June, while the statistical year in 1905 dates from 1st October, 1904, to 30th September, 1905. It will thus be seen that a quarter, 1st July to 30th September, 1904, intervenes between the two statistical years, and, as regards enrolment, is dealt with neither in the table given in the 1904 report nor in this. Now curiously enough it happens that in this particular quarter an extraordinary improvement took place in the enrolment of the Native schools in those districts which have come under the Glen Grey Act. If, instead of comparing the total enrolment on 30th September, 1905, with the corresponding total for 30th September, 1904, as has been done in the table given above, we compare it with the total which appears in the 1904 report (that is the total on 30th June, 1904) we have the following figures :—

Total enrolment, 30th September, 1905	..	..	7604
Do. 30th June, 1904	..	..	5577
Increase	..	..	2027

This is a percentage of 36.3, in place of 957, or 14.4 per cent., the figures given above. During the months of July, August and September, 1904, the District Council of Umtata, with excellent effect, sent round to every location in the Magistracy delegates who held meetings with headmen and people, and strongly urged the necessity of sending the children to school. At the same time the number of children attending school rose considerably in Mqanduli and Tsolo also, with the result that the total enrolment of the Circuit increased during that quarter by 1,070. The numbers continued to rise, and the increase in enrolment in these three districts from 1st July, 1904, to 30th September, 1905, is as follows :—

Umtata	..	..	..	..	..	733
Tsolo	..	..	..	..	..	713
Mqanduli	..	..	..	..	..	605

No more striking proof than the progress of these three districts could be afforded of the benefit to native education of the proclamation of the Glen Grey Act, and of the value of the District Councils as educational agents. While giving all credit to missionary effort, which, aided by Government support, has done in the past, and is still doing much good work in these districts, it is difficult to believe, taking the average rate of progress during the years immediately preceding the proclamation of the Act as a criterion, that, in the absence of the district Councils, their progress would have approached that shown by the figures given above. The advance made by the districts of Western Pondoland (Libode, Ngqeleni, and Port St. John's) is very slight, but it should be remembered that it is not many years since Pondoland was annexed to the Cape Colony and came under European government. The people are the least civilised of all the tribes in the Territories. Of what education means, of the benefits and advantages it might bring them, they have hitherto had little or no idea, and progress is consequently still very slow. The outlook, however, is brightening, and there seems a prospect of more substantial improvement during the current year. The table above shows that, by the opening of a new school, Port St. John's has nearly doubled its enrolment. Since the close of the statistical year another school has been added to the list, and there is every probability of the addition of yet another in the near future. In Libode and Ngqeleni also several small schools exist, with regard to which the difficulty has hitherto been to secure a sufficient enrolment to warrant the issue of a Government grant. Interest in education and belief in its value are gradually making headway and it may be hoped that during the year other schools may be added to the Government list. The increase in enrolment in the case of the White children is regrettably small. The loss of the two Poor schools in Umtata District has caused a diminution that has been little more than made up in other magistracies. A school for White children is still talked of at Mqanduli, but does not seem to get much beyond the region of discussion. It may be well to call to remembrance here a fact mentioned in last year's report, to wit that the number of European children attending school in the Circuit considerable exceeds the total appearing in the table. More than 100 children in the town of Umtata alone attend private schools, and consequently find no place in these statistics. The total number of White children attending school in the Circuit must be well over 400.

Examination of the subjoined table will show that the total of the average attendance, like that of the enrolment has risen considerably during the statistical year, having increased by 767, though the percentage of attendance to enrolment has remained stationary.

D.—AVERAGE ATTENDANCE.

MAGISTRACY.	Pupils Enrolled.	Average Attendance.	Percentage.	
			1905.	1904.
Libode	241	171	70·9	74·6
Mqanduli	1330	1,005	75·6	75·8
Ngqeleni	464	403	86·8	80·6
Port St. John's	95	80	84·2	90·4
Tsolo	2870	2341	81·6	81·6
Umtata	2604	2126	81·6	81·8
Totals, 1905	7604	6126	80·6	...
Do., 1904	6647	5359	...	80·6

Here again, comparison with the figures for 30th June, 1904, instead of (as in the above table) with those for 30th September, will show a much greater advance than appears above. The figures are as follows:—

Average Attendance, 30th Sept., 1905	.. ..	6126
Do. 30th June, 1904	.. ..	4341
Increase	.. ..	1785

This is much above the 767 shown above. Moreover, in June, 1904, the percentage of attendance to enrolment stood at 77·8 as against 80·6, an advance of nearly 3 per cent., a general improvement which may well be regarded as satisfactory.

IV. *Schools Inspected.*—During the year 114 schools were formally inspected, and 105 informal inspections were made. Of these latter 33 were visits paid to unaided schools, of which 18 subsequently qualified for the Government grant.

V. *Pupils' Attainments at Inspection.*—The results of the 114 formal inspections are given in the tables below. Table E gives the classification of pupils in the Circuit as a whole, and also in the different classes of school in the Circuit. The percentage of pupils above Standard V. is given in each case, and the figures for the preceding year are added for comparison.

E.—CLASSIFICATION OF PUPILS.

CLASS OF SCHOOL.	No. of Schools Inspected.	Pupils Enrolled.	Pupils Present.	Sub-Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Pupil Teachers.	Percentage above Standard IV.
A 2	2	116	113	10	11	14	16	19	15	12	8	8	...	38·0
A 3	2	31	30	11	4	3	7	3	2	...	...	...	...	6·7
P.F.	5	35	35	11	9	5	3	2	4	1	...	...	...	14·3
Poor	2	58	54	10	3	14	10	7	7	3	...	...	...	18·5
C 1	2	40	40	...	...	...	...	...	...	...	...	...	40	100·0
C	101	6294	5519	3358	691	635	437	275	75	48	...	...	...	2·2
Totals, 1905	114	6574	5791	3400	718	671	473	306	103	64	8	8	40	...
Do., 1904...	85	4286	3796	1781	622	539	416	243	127	30	11	...	27	...
Percentages, 1905	...	...	...	58·7	12·4	11·6	8·2	5·3	1·8	1·1	0·1	1·0	0·7	3·9
Percentages, 1904	...	...	...	46·9	16·4	14·2	11·0	6·4	3·3	0·8	0·3	...	0·7	5·1

The most striking feature of this table is the fall in the percentage of pupils above Standard IV. from 5·1 to 3·9; this is mainly due to the influx of new pupils into the native schools. Last year in 85 schools 3,796 pupils were present at inspection. A simple proportion will show that at the same rate in the 114 schools inspected this year 5,091 pupils might have been expected to be present, whereas the number actually present exceeded this total by 700. These 700 represent new pupils, the vast majority of whom would begin their school life in the Sub-Standards, while a few might appear in Standards I. and II. This accession to the ranks of pupils in Standard IV. and below, is sufficient to reduce the percentage of those in Standard V. and above by 1·1, and as a matter of fact this is precisely what it has done, the percentage for C schools standing in 1904 at 3·3 as compared with 2·2 this year. In this connection it may be mentioned that application has been made for permission to start Standard V. classes in several native schools. Up to the present, however, little has been done owing to uncertainty as to the District Council grants to schools undertaking work beyond Standard IV. The matter comes up for settlement at the next meeting of the General Council, and if the result be favourable it is likely that some five or six Standard V. classes will be started during the current year in different parts of the Circuit. With regard to the schools of classes other than C, it is satisfactory to find that with one exception the percentage of pupils above Standard IV. has in every case increased; in A 2 schools from 33·9 to 38, in P.F. schools from 3·1 to 14·3, in Poor schools from 0 to 18·5. In the A 3 schools the percentage is reduced from 12·5 to 6·7.

The following table shows the percentage of pupils in Standard I. and below, and in Standard V. and above, for all schools, for White schools, and for Coloured schools.

F.—STANDARD OF ATTAINMENT IN WHITE AND COLOURED SCHOOLS.

PUPILS.	All Schools.		White Schools.		Coloured Schools. (Omitting C 1.)	
	Percentages.		Percentages.		Percentages.	
	1905.	1904.	1905.	1904.	1905.	1904.
In Standard I. and below	71.1	63.3	29.7	37.8	73.4	65.6
In Standard V. and above	3.9	5.1	25.9	17.9	2.2	3.3

The advance of White schools is very noticeable. The percentage of pupils in Standard I. and below has decreased by 8, while that of pupils in Standard V. and above has increased by the same amount.

VI. *Pupils' Progress.*—In the subjoined table is shown the progress of pupils at inspection.

G.—PROGRESS OF PUPILS AT INSPECTION.

CLASS OF SCHOOL.	Presented in Standards.	Passed.	Percentage of Passes.	Present also at preceding inspection.	Placed in higher Standard.	Placed in same Standard.	Placed in lower Standard.	Percentage placed in higher Standard.	Percentage placed in higher Standard 1904.
A 3 ...	19	7	36.8	15	5	10	...	33.3	75.0
P.F. ...	25	18	72.0	15	11	4	...	73.3	33.3
Poor ...	43	21	48.8	15	9	6	...	60.0	68.9
C ...	2383	1502	63.0	1616	1022	585	9	63.2	72.5
Totals ...	2566	1630	63.5	1733	1113	611	9	64.2	72.3

It will be observed that in the case of A 2 schools no figures are given for the percentage of pupils placed in a higher Standard for 1904. The reason is that when Umtata was inspected last year the records of the previous inspection were missing, and no comparison with 1903 was possible, while Port St. John's A 2 had undergone only one inspection. This year the satisfactory percentage of 91.7 is recorded for these two schools. In the A 3 schools the percentage has gone down from 75 to 33.3, while in the P.F. schools strangely enough the case is almost exactly reversed. The percentage for the Poor and C schools shows a considerable decrease. In the case of the C schools this was not expected, as a reference to last year's report will prove. For reasons there given the percentage in these schools was in 1904 abnormally high, and it was stated that the results attained this year were likely to be less satisfactory.

VII. *Subjects of Instruction.*—What has to be stated under this heading does not differ much from year to year, but it may be said generally that the teaching of most subjects is gradually improving. Owing partly to the increasing number of certificated teachers, and partly to the attendance of teachers at the different Vacation Courses, improved methods of teaching are to be found in a good many native schools. With regard to the various subjects, the improvement in *Reading* has been slight, but much more care has been evident in several native schools

in the preparation of *Recitation*. More attention is paid to punctuation, and the sense of the piece chosen for repetition, though there are still schools where speed seems to be the first consideration, and sense and pronunciation are of little account. *Writing* in some schools is well taught, and the supply of desk accommodation is as a rule better than it was formerly, but in not a few cases much improvement is still to be desired, both as to teaching and the supervision of copy-books. In *Spelling* and *Dictation* good results are often obtained at inspection. In *Arithmetic* the improvement in the methods of teaching is noticeable, but a large percentage of the failures in the native schools is still attributable to this subject. *Mental Arithmetic* often suffers from want of sufficient practice. *Grammar* shows improvement, but *Composition* is still poor in the native schools, though on the whole it is better done than formerly, and under the new syllabus more rapid progress may be looked for. *Geography* and *History* are apt to be too mechanically taught. *Drill* is fairly well taught in a good many schools, and *Needlework* and *Singing* of fair quality are not infrequent.

VIII. *Teachers.*—The following table gives the number and qualifications of the teachers employed in the schools inspected during the year. It is satisfactory to record that the proportion of certificated teachers has increased by nearly 2 per cent.

H.—QUALIFICATIONS.

(This Table includes only Teachers in Schools Inspected.)

MAGISTRACY.	Certificated.				Uncertificated.	Percentage Certificated.	
	P.C.	T 3.	Misc.	Total.		1905.	1904.
Libode	1	...	1	9	10.0	...
Mqanduli	3	...	3	24	11.1	15.0
Ngqeleni	5	...	5	9	35.7	21.4
Port St. John's	1	...	1	...	100.0	50.0
Tsolo	18	...	18	55	24.7	12.8
Umtata	2	25	1	28	38.9	44.6
Totals	2	53	1	56	141	28.4 26.6

The table below shows the number of teachers at work at the close of the year arranged according to sex. The proportion of male teachers remains the same as last year, and practically the same as in 1903.

I.—SEX.

(Based on Quarterly Statistics.)

MAGISTRACY.	Male.	Female.	Total.	Percentage of Male Teachers.	
				1905.	1904.
Libode ...	6	2	8	75.0	70.0
Mqanduli ...	21	17	38	55.3	63.6
Ngqeleni ...	10	4	14	71.4	64.3
Port St. John's ...	2	2	4	50.0	50.0
Tsolo ...	36	49	85	42.3	42.1
Umtata ...	42	38	80	52.5	53.3
Totals ...	117	112	229	51.1	51.1

The following is the number of candidates presented for the practical part of the pupil-teachers' examinations during the year.

	1st Year.	2nd Year.	3rd Year.	Total.
Training Schools	25	7	4	36
Other Schools	3	1	4	8
Totals	28	8	8	44

In addition to these there were present at one of the training schools seven pupil-teachers who did not come up for examination, having been already examined the previous year.

IX. *Libraries.*—The next table shows the number of schools possessing libraries.

J.—SCHOOLS POSSESSING LIBRARIES.

	A 1.	A 3.	Other Schools.	Total.	
				1905.	1904.
Number of Schools in Circuit ...	1	3	130	134	117
Number possessing Libraries ...	1	2	2	5	4

One new library has been started during the year in connection with the Training School at Umtata.

X. *School Buildings.*—The buildings attached to the 134 schools in the Circuit may be thus classified:—

Satisfactory	14
Fair	95
Unsatisfactory	19
Condemned	6

The new buildings for Umtata A 2 (now A 1), long talked of and greatly needed, are at last to be commenced, and cannot fail to add to the efficiency of the school. A suitable building is much needed also for the Public school at Port St. John's, but in this case matters do not seem to have advanced much beyond the stage at which they were last year. A good building has been erected for Qokolweni School, and in several other instances new buildings have been provided for native schools. Considerable additions to the furniture of schools have also been made during the year, the grants for furniture made by the District Councils, in addition to the Government grants, having been of great service to the missionaries by enabling them to supply what was required. On the whole the report shows substantial progress. The supply of schools has been considerably enlarged, in the enrolment and attendance of pupils no small advance has been achieved, and though the progress of pupils does not appear so marked, progress has undoubtedly taken place; while a satisfactory improvement in the housing and equipment of schools can be recorded.

I have once more to acknowledge with gratitude the kindness of missionaries, chairmen of district councils, school managers and others, who have in many ways rendered me valuable assistance during the year's work.

I have the honour to be,

Sir,

Your obedient Servant,

J. G. TOOKE.

Umtata, 10th January, 1906.

27.—INSPECTOR WATERMEYER'S REPORT.

[CIRCUIT.—LADISMITH, RIVERSDALE AND SWELLENDAM.]

SIR,—I have the honour to submit my report for the year ending 30th September, 1905.

I. *Administration.*—The area comprised in the Circuit is the same as that reported upon last year, and I have been able to visit each of the districts comprising it more than once during the twelve months, while two of them, Riversdale and Swellendam, have been visited more than once each quarter. This has enabled me to keep more closely in touch with educational questions arising from time to time, and has often expedited their settlement.

II. *Supply of Schools.*—The number of schools in the Circuit has increased by 10 during the year. It is a matter for regret, however, that this increase has taken place among the Private Farm and Poor schools rather than among the Third Class schools, where one would prefer to see it. One cannot but feel that poverty is often simulated where parents are well in a position to pay school fees and support a Public school. It is only by making school attendance and the payment of fees compulsory that such parents will be brought to do their duty in the education of their children.

A.—NUMBER OF SCHOOLS.

DIVISION.	A 1.	A 2.	A 3.	P.F.	Poor.	B.	Total.		In-crease.
							1905.	1904.	
Ladismith	1	...	10	...	4	4	19	19	...
Riversdale	2	...	13	12	15	7	49	44	5
Swellendam	1	1	8	14	9	9	42	37	5
Totals 1905	4	1	31	26	28	20	110	...	...
Do., 1904	3	2	32	18	26	19	...	100	...
Increase	1	-1	-1	8	2	1	...	...	10

It is gratifying to note that the stability of schools has been greater this year than previously, only 10 having closed down during the period. This is less than half the average number during the preceding two years.

B.—SCHOOLS OPENED AND CLOSED.

(1) *Schools Opened.*

DIVISION.	A 1.	A 2.	A 3.	P.F.	Poor.	B.	Total.		Increase.
							1905.	1904.	
Ladismith	1	...	1	...	2	* 5	-3
Riversdale	7	3	...	10	12	-2
Swellendam	1	5	1	1	8	8	...
Schools Opened: Totals	2	12	5	1	20	25	-5

* These figures are for the period 1st July, 1903, to 30th June, 1904.

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(2) Schools Closed.

DIVISION.	A 1.	A 2.	A 3.	P.F.	Poor.	B.	Total.		Increase.
							1905.	1904.	
Ladismith	1	...	1	...	2	4	-2
Riversdale ... ..	...	...	...	5	...	...	5	9	-4
Swellendam ... ..	...	...	1	1	1	...	3	12	-9
Schools Closed: Totals	...	...	2	6	2	...	10	25	-15
Result of Reclassification	1	-1	-1	2	-1	...	...	...	...
Net Increase ...	1	-1	-1	8	2	1	...	...	10

* These figures are for the period 1st July, 1903, to 30th June, 1904.

I have reason to believe that the number of private schools on farms shows no tendency to decrease. This is the more to be regretted as the teachers in such schools are generally of a very poor type. Parents would find it to the educational advantage of their children, as well as to their own interest financially, to place these schools under the supervision of the Department; it is ignorance alone, in most instances, that keeps them from doing so.

III. *Enrolment and Attendance.*—It is noticeable that though the total number of children on the roll is higher than it was last year, the increase has taken place entirely amongst the White children; in every one of the divisions in the Circuit the number of Coloured children on the roll has fallen off, the decrease in Swellendam being quite considerable. This state of matters is probably to be accounted for by the fact that the bad times have compelled the Coloured people to leave the towns to seek for work on farms and in neighbourhoods where opportunities for sending their children to school are wanting.

C.—ENROLMENT.

DIVISION.	White.			Coloured.			Total.			Percentage Increase.	
	1905.	1904.	Increase.	1905.	1904.	Increase.	1905.	1904.	Increase.	1905.	1904.
Ladismith	662	568	94	372	414	-42	1034	982	52	5.2	13.7
Riversdale	1058	968	90	499	514	-15	1557	1482	75	5.0	8.7
Swellendam	927	911	16	654	725	-71	1581	1636	-55	3.3	1.2
Totals	2647	2447	200	1525	1653	-128	4172	4100	72	...	...
Percentage In- crease. 1905 ...	...	...	8.1	...	...	-7.7	...	...	...	1.7	...
Do., 1904 ...	...	...	7.4	...	...	5.6	...	...	...	...	6.7

The average attendance has risen from 85.8 per cent. to 86.5 per cent., and this in spite of the fact that the rainy season was a particularly wet one. In the matter of attendance Riversdale shows a marked improvement, having advanced 3 per cent., while Ladismith shows a decrease of half that amount. I am at a loss to account for this state of affairs in the latter division; the improvement in Riversdale may be due to my having been able to get about that district more easily than was possible in the other two.

D.—AVERAGE ATTENDANCE.

DIVISION.	Pupils Enrolled.	Average Attendance.	Percentage, 1905.	Percentage, 1904.
Ladismith	1034	876	84.7	86.4
Riversdale	1557	1395	89.6	86.6
Swellendam	1581	1338	84.6	84.7
Totals 1905 ...	4172	3609	86.5	...
Do., 1904 ...	4100	3520	...	85.8

IV. *Schools Inspected.*—I made 99 regular inspections and 28 informal visits in my Circuit during the year, besides taking part in the inspection of 9 High schools in other Circuits. This inspection of High schools necessitated my being absent from my Circuit for almost the whole of the First Quarter of the statistical year and, as a consequence, the inspection of several of my own schools had to stand over. I trust to be able to obviate this irregularity next year.

V. *Pupils' Attainments at Inspection.*—There is a gratifying increase in the percentage of children who reach the higher Standards, 13.7 per cent. having this year gone beyond Standard IV. The corresponding figure last year was 9.8 per cent. The improvement in attainment has, however, taken place in the case of White children only; the number of Coloured children who reach Standard V. remains less than 1 per cent. The proportion of children in the smaller schools presented in the higher Standards shows no tendency to decrease; this is to be regretted, for such schools are usually too inadequately staffed to allow of thorough work being done in these Standards.

E.—CLASSIFICATION OF PUPILS.

CLASS OF SCHOOL.	Number of Schools Inspected.	Pupils enrolled.	Pupils present.	Sub-Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Pupil Teachers.	Unclassified.	Percentage above Standard IV.
A 1	3	413	405	64	30	41	38	58	47	42	32	40	12	1	142.9
A 2	2	267	261	73	26	27	22	36	19	36	11	9	2	...	25.6
A 3	31	949	916	333	144	121	93	91	63	44	11	...	16	...	14.6
P.F.	20	196	194	77	24	33	30	15	12	3	...	...	...	...	7.7
Poor	23	624	586	258	89	108	55	49	22	4	1	...	...	...	4.6
B	20	1597	1491	962	210	186	94	36	2	...	...	...	1	...	0.2
Totals, 1905 ...	99	4046	3853	1767	523	516	332	285	165	129	55	49	31	1	...
Do., 1904 ...	98	3992	3745	1786	488	446	411	246	166	115	41	26	20	...	...
Percentages, 1905	95.2	45.8	13.5	13.4	8.6	7.3	4.2	3.3	1.4	1.2	0.8	...	13.7
Do., 1904	93.9	47.6	13.0	11.9	10.9	6.5	4.4	3.0	1.0	0.6	0.5	...	9.8

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F.—STANDARD OF ATTAINMENT IN WHITE AND COLOURED SCHOOLS.

PUPILS.	All Schools.		White Schools.		Coloured Schools.	
	Percentages.		Percentages.		Percentages.	
	1905.	1904.	1905.	1904.	1905.	1904.
In Standard I. and below...	59.4	60.7	47.3	48.8	78.6	78.4
In Standard V. and above	13.7	9.8	18.0	15.9	0.2	0.5

VI. *Pupils' Progress.*—The data under this head show that the general efficiency of the schools continues to increase, though in the case of Private Farm, Poor and Mission schools the percentage of passes at inspection and the progress from Standard to Standard leaves much to be desired.

G.—PROGRESS OF PUPILS AT INSPECTION.

CLASS OF SCHOOL.	Presented in Standards.	Passed.	Percentage of Passes.	Present also at preceding inspection.	Placed in higher Standard.	Placed in same Standard.	Placed in lower Standard.	Percentage placed in higher Standard.	Percentage placed in higher Standard 1904.		
										A 1	...
A 2	179	161	89.9	131	120	11	...	91.6	87.2
A 3	588	518	88.0	472	429	43	...	90.8	84.9
P.F.	122	103	84.4	73	60	13	...	82.1	85.3
Poor	338	286	84.6	270	231	39	...	85.5	86.9
B	569	450	79.0	526	373	153	...	70.9	73.2
Totals	2092	1786	85.3	1698	1414	384	...	83.2	80.8

VII. *Subjects of Instruction.*—The criticisms contained in my last report upon the teaching of the elementary subjects still hold good. It is a matter for regret that the Managers of the First Class schools in the Circuit have not yet made provision for the teaching of *Science* and *Woodwork* in these schools. In one school only, the Riversdale Girls' A 1, is *Science* taught at all, and that with hardly any equipment of any kind, while but one other school has a *Woodwork* room, viz., Swellendam A 1, and it lacks a teacher qualified to give instruction in the subject.

VII. *Teachers.*—The percentage of certificated teachers is somewhat lower than last year. This is due to the opening of several new schools in outlying localities where it was found impossible to place certificated teachers.

H.—QUALIFICATIONS.

(This Table includes only Teachers in Schools Inspected.)

DIVISION.	Certificated.				Uncertificated.	Percentage Certificated.		
	P.C.	T. 2.	T. 3.	Total.		1905.	1904.	
								Ladismith	...	...	2	15	17	17	50.0	53.1
Riversdale	3	30	33	28	54.1	60.0
Swellendam	...	1	...	28	29	35	45.3	44.4
Totals	...	1	5	73	79	80	49.7	52.2

The ratio of male to female teachers remains unchanged. Both in the number of certificated and of male teachers Swellendam stands in the most unfavourable position of the three divisions in the Circuit.

I.—SEX.

(Based on Quarterly Statistics.)

DIVISION.	Male.	Female.	Total.	Percentage of Male Teachers.			
				1905.	1904.		
Ladismith	14	21	35	40.0	37.1
Riversdale	17	53	70	24.3	20.9
Swellendam	10	59	69	14.5	17.4
Totals	41	133	174	23.6	23.1

IX. *Libraries.*—There is an increase of *one* in the number of schools possessing libraries, and enquiry shows that more use is being made of those in existence than formerly. The number of books in these libraries suitable for little children is not so great as it should be. Teachers should remember that it is only where the taste for reading is cultivated in early years that a love for books is developed.

J.—SCHOOLS POSSESSING LIBRARIES.

	A 1.	A 2.	A 3.	Other Schools.	Total.		
					1905.	1904.	
Number of Schools in Circuit	...	4	1	31	74	110	100
Number possessing Libraries	...	4	1	4	3	12	11

X. *School Buildings and Furniture.*—The new buildings of the Swellendam A 1 School have been completed, and the school has entered into occupation of them. They constitute a fine pile, and are well arranged and finely fitted. Very little progress has been made in the matter of the new buildings for the Riversdale Schools, the plans and specifications still being in the hands of the architect. The classification of A 3 school buildings of last report under the heads of "Fair," "Unsatisfactory" and "Condemned" still stands, no new buildings having been erected during the year. Of the Poor schools in the Circuit only 4 can be classed as satisfactory in equipment and accommodation, viz., Middel Rivier, Renendal, Voorhuis, all in Swellendam, and Muiskraal in Riversdale. In the case of 4 others in Riversdale, viz., Drooge Vlakte, Sbebatters Vlakte, Vermakelijkheid and Waterval, the accommodation is adequate, but the equipment leaves much to be desired. In all the other Poor schools both accommodation and equipment must be ranked as unsatisfactory.

I have the honour to be,

Sir,

Your obedient Servant,

C. E. Z. WATERMEYER.

Riversdale, February, 1906.

28.—INSPECTOR YOUNG'S REPORT.

[CIRCUIT.—CATHCART, EAST LONDON, KOMGHA AND STUTTERHEIM.]

SIR,—I have the honour to submit my report for the year 1st October, 1904, to 30th September, 1905. As the last annual report dealt with the period 1st July, 1903, to 30th June, 1904, there remains three months of 1904, viz., 1st July to 30th September, which do not, except incidentally, come within the scope of what follows here.

I. *Administration.*—The third quarter of 1904 was devoted almost wholly to the inspection of schools in the town and district of East London. Such time as remained over from school inspection was utilised in the inspection of the practical work of pupil-teachers within the same area. During the first quarter of the period under review, that is, during the fourth quarter of 1904, I assisted in the inspection of 12 High schools in the Eastern Province, finished the inspection of the remaining pupil-teachers in the Circuit, except those at the Emgwali Training Institution, and inspected 3 schools in the district of Cathcart. Informal visits were paid in East London, and the schools in the districts of Komgha and Cathcart inspected in the course of the second quarter of the period. In the third and fourth quarters the ordinary routine of inspection and visiting was carried out in the districts of Stutterheim and East London.

II. *Supply of Schools.*—In the following table a comparison is made between the third quarter of 1904 and the corresponding quarter of 1905, as regards the number and classification of the schools in the Circuit.

A.—NUMBER OF SCHOOLS.

DIVISION.	A 1.	A 2.	A 3.	E.	P.F.	B.	C 1.	C.	Total, 1905.	Total, 1904.	Increase.
Cathcart ...	1	1	5	...	13	2	...	.	22	22	...
East London ...	3	2	13	1	10	9	...	...	38	36	2
Komgha ..	1	...	2	...	7	4	...	...	14	16	-2
Stutterheim ...	...	2	3	...	4	15	1	2	27	29	-2
Totals, 1905 ...	5	5	23	1	34	30	1	2	101	...	...
Do., 1904 ...	5	5	22	1	40	27	1	2	...	103	...
Increase ...	...	...	1	...	-6	3	...	...	...	...	-2

In 1905 there were 101 schools in operation as against 103 in 1904. The number of A 1, A 2, C 1 and C schools remains stationary; there is an increase of 1 A 3 school and of 3 B schools, whilst there is a decrease of 6 Private Farm schools. Taking the districts separately as they contribute to this result, it is seen that in Cathcart the number of schools remains the same as in 1904, in East London there is an increase of 2, and that there is a decrease of 2 in each of the districts of Komgha and Stutterheim. There is thus a net decrease of 2 schools throughout the Circuit for the third quarter of 1905.

In Table B is given the distribution according to the class of school, of the schools opened and closed throughout the Circuit during the course of the year ending 30th September, 1905. This period is compared with the year ending 30th June, 1904.

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B.—SCHOOLS OPENED AND CLOSED.

(1) Schools Opened.

DIVISION.	A 3. P.F.		B.	Total, 1905.	Total, 1904.	Increase.
Cathcart ...	...	5	...	5	1	4
East London ...	3	1	2	6	3	3
Komgha ...	1	1	...	2	3	-1
Stutterheim ...	...	...	4	4	3	1
Schools opened: Totals	4	7	6	17	10	7

(2) Schools Closed.

DIVISION.	A 3. P.F.		B.	Total, 1905.	Total, 1904.	Increase.
Cathcart ...	...	4	1	5	5	...
East London ...	1	1	2	4	3	1
Komgha ...	1	3	...	4	3	1
Stutterheim ...	...	6	...	6	...	6
Schools Closed: Totals	2	14	3	19	11	8
Result of Reclassification	-1	1	...	...	...	...
Net Increase	1	-6	3	-2	...	...

* These figures are for the period 1st July, 1903, to 30th June, 1904.

In 1905 there were 17 schools opened and 19 closed, as against 10 opened and 11 closed in 1904, and an examination of the table will show that the greatest fluctuation has taken place amongst the P.F. schools, no fewer than 14 of these having been closed compared with 7 opened. This fluctuation has mainly affected the district of Stutterheim, and is due to various causes. There is the standing difficulty of obtaining teachers for this class of school, owing to the isolated life they have to lead on the farms, as well as to the low salaries offered; there is the economic condition of the country which has led to farms changing hands and to the younger men with growing families migrating to the Transvaal and Orange River Colony, whilst such farmers as can afford the expense and appreciate the benefits to be derived, are beginning to send their children to the town Boarding schools. Taking the Circuit as a whole, it cannot be said that the supply of schools is anything like adequate and especially in the town of East London, in the sea-board portion of East London and Komgha between the mouths of the Nahoon and Kei rivers, and in the southern and eastern portions of Cathcart and Stutterheim is there room for the planting of A 3 and extra-aided schools. In the country districts referred to there has been in recent years a not inconsiderable degree of poverty, and, at all times, a lack of initiation and of organisation amongst the people in matters pertaining to education, drawbacks which it is expected the newly constituted educational authorities will make an effort to remove. In the matter of Native schools there is room for increase in each of the four divisions of the Circuit, but perhaps the needs of the division of Komgha are the most pressing when one considers the fact that there are but 4 small schools to supply a teeming Native population of 13,000 people.

III. *Enrolment and Attendance.*—Table C gives a comparison between the third quarter of 1905 and that of 1904 in regard to the average enrolment in White and Coloured schools in each of the four divisions of the Circuit.

C.—ENROLMENT.

DIVISION.	White.		Increase.	Coloured.		Increase.	Total.		Increase.	Percentage Increase.	
	1905.	1904.		1905.	1904.		1905.	1904.		1905.	1904.
Cathcart ...	363	401	-38	227	211	16	590	612	-22	-3.5	-12.5
East London ...	1942	1944	-2	645	637	8	2587	2581	6	0.2	6.1
Komgha ...	164	156	8	163	163	...	327	319	8	2.5	-15.6
Stutterheim ...	302	332	-30	995	880	115	1297	1212	85	7.0	8.4
Totals ...	2771	2833	-62	2030	1891	139	4801	4724	77	...	...
Percent. increase, 1905	...	...	-2.1	...	...	7.3	...	...	...	1.6	...
Do., 1904	...	...	3.9	...	...	1.2	...	...	...	...	0.1

As regards White schools there is a decrease of 62 pupils, equal to 2.1 per cent. There is a loss in each of the divisions except Komgha, which shows an increase of 8. The decrease of 30 in the division of Stutterheim is sufficiently accounted for by the closing of 6 Farm schools, whilst the decrease in Cathcart is largely due to the diminished number of boarders attending the A 1 and A 2 schools of that division. The enrolment in Coloured schools, on the other hand, has increased in each of the divisions except Komgha which remains stationary. It will be observed that the increase is most marked in the division of Stutterheim, one of the two divisions which has lost most heavily in the White enrolment. The Coloured enrolment shows an increase of 139 pupils, equal to an increase of 7.3 per cent. The net increase in enrolment for the Circuit thus stands at 77 pupils, equal to an increase of 1.6 per cent., as compared with 0.1 per cent for 1904.

Table D gives the average attendance and the percentage average attendance to average enrolment for the third quarter of 1905, along with the figures for the corresponding quarter of 1904.

D.—AVERAGE ATTENDANCE.

DIVISION.	Pupils Enrolled.	Average Attendance.	Percentage, 1905.	Percentage, 1904.
Cathcart ...	590	520	88.1	89.8
East London ...	2587	2249	86.9	88.6
Komgha ...	327	273	83.4	87.1
Stutterheim ...	1297	1082	83.4	87.6
Totals, 1905	4801	4124	85.8	...
Do., 1904	4724	4177	...	88.4

In each division there is a decrease ranging from 1.7 per cent. in Cathcart and East London to 3.7 per cent. and 4.2 per cent. in Komgha and Stutterheim respectively. The decrease for the whole Circuit is 2.6 per cent. Owing to the decrease being general, and also approximately even, one is led to look for causes adverse to attendance which must have operated over the whole area. These are probably:—(1) The epidemic of measles and whooping-cough which prevailed during the third and early part of the fourth quarters of the period under review, and (2) the torrential and continued rains which were prevalent during the fourth quarter of the period. But for the effects of these conditions there is every likelihood that the average attendance would at least have kept pace with the slight increase in enrolment, and not have fallen below the general average for 1904.

IV. *Inspection of Schools.*—During the year ending 30th September, 1905, there were made 101 formal and 74 informal inspections. Owing to my being detached from my Circuit for other duties during the fourth quarter of the year 1904 I was unable to inspect the Training and Practising Schools at Emgwali and one P.F. school in the division of Komgha. The inspection of the former was conducted by Inspector McLaren and of the latter by Mr. J. T. Davidson, late Principal of the Public School at Komgha. The remaining 98 formal and the 74 informal inspections were made by myself. In the inspection of the East London Boys' High School I had the assistance of Inspectors Bartmann and Bennie. During the third quarter of 1904 which, as mentioned, does not come within the general scope of this report, I made 32 formal and 9 informal inspections. These were confined to the district of East London.

V. *Pupils' Attainments at Inspection.*—Table E gives the classification of the pupils in the schools inspected during the year ending 30th September, 1905. The totals and percentages for the year ending 30th June, 1904, are given for comparison. Pupil-teachers are reckoned as above Standard V.

E.—CLASSIFICATION OF PUPILS.

CLASS OF SCHOOL.	No. of Schools Inspected.	Pupils Enrolled.	Pupils Present.	Sub-Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Pupil Teachers.	Percentage above Standard IV.
A 1 ...	5	938	881	169	99	112	124	116	113	72	25	24	27	29·6
A 2 ...	5	632	597	183	70	100	99	65	37	19	13	4	7	13·4
A 3 ...	22	968	902	368	119	139	114	95	51	10	5	...	11	8·5
P.F. ...	37	280	277	56	39	51	38	46	21	20	6	...	...	9·3
B ...	29	1803	1647	918	202	234	166	110	17	...	...	...	...	1·0
C 1 ...	1	25	24	...	...	...	...	...	...	...	...	...	24	100·0
C ...	2	210	206	55	23	20	7	38	30	33	...	...	...	30·0
Totals, 1905	101	4856	4534	1749	552	656	548	470	269	154	49	28	69	...
Do., 1904	103	4577	4062	1464	573	572	536	427	254	124	55	37	52	...
Percentages, 1905	...	...	93·3	38·5	12·1	14·4	12·0	10·3	5·9	3·3	1·00	6·1	5	12·5
Percentages, 1904	...	...	90·5	35·3	13·8	15·0	12·9	10·3	6·1	2·9	1·30	8·1	5	12·5

Of the pupils enrolled 93·3 per cent. were present at inspections, an increase of 2·8 per cent. upon the percentage for 1904. There is also an increase amounting to 3·2 per cent. in the number of pupils classified in the Sub-Standards, an unsatisfactory feature. There is no doubt as the table shows that the Coloured pupils contribute very largely to this result, but even in White schools with separate Infant departments there is a tendency to retain pupils in the Sub-Standards longer than they ought or need to be. It is no uncommon experience to find in the Sub-Standards pupils of 8, 9 and even 10 years of age. Where Kindergarten work forms a feature of these departments pupils of such age are obviously out of place, and the aim in general ought to be to form them into a class separate from the infant department and preparatory to Standard I., into which they should be drafted at the earliest signs of fitness. This course would be in the interests both of the pupils themselves and of the Infant department. The table shows, further and very evidently, the drop from the number and percentage of pupils classified in Standard IV. to the number and percentage classified in Standard V. and above. The total percentage of pupils classified above Standard IV. remains the same as for 1904, viz., 12·5. Separating White and Coloured schools, and taking as the basis of comparison the percentage of pupils classified in Standard I. and below, and the percentage classified in Standard V. and above, table F gives the following results, pupil-teachers being reckoned above Standard V.

F.—STANDARD OF ATTAINMENT IN WHITE AND COLOURED SCHOOLS.

PUPILS.	All Schools.		White Schools.		Coloured Schools (omitting C 1.)	
	Percentages.		Percentages.		Percentages.	
	1905.	1904.	1905.	1904.	1905.	1904.
In Standard I. and below...	50·7	49·1	41·5	41·2	64·6	64·4
In Standard V. and above	12·5	12·5	18·4	17·7	4·3	2·7

The table shows a rise of 1·6 per cent. in the number of pupils for all schools classified in Standard I. and below, whilst for White and Coloured schools separately there is a rise of ·3 and ·2 per cent. respectively. The percentage of pupils in all schools, classified in Standard V. and above remains the same as for 1904. There is an increase of ·7 per cent. in the case of White schools, and in Coloured schools of 1·6 per cent. The latter increase is due to a rise in the number of pupil-teachers, and of pupils above Standard IV., in the school at Emgwali, and of pupils above Standard IV. in two B schools in the Circuit. The most striking features shown by tables E and F are (1) the large number of pupils classified in the Sub-Standards, amounting to over one-third of those presented for inspection; (2) the short school life of the pupils as evidenced by the fact that only one-eighth of those presented for inspection are classified above Standard IV.

VI. *Pupils' Progress.*—Table G shows the percentage pass of the pupils presented in Standards at the annual inspection and the progress of those inspected twice, that is, in two successive years. The figures for progress refer to 83 of the 101 schools inspected, the remaining 18 being schools which had been inspected only once, or in which the records, from which the progress could be estimated, had been lost.

G.—PROGRESS OF PUPILS AT INSPECTION.

CLASS OF SCHOOL.	Presented in Standards.	Passed.	Percentage of Passes.	Present also at preceding Inspection.	Placed in higher Standard.	Placed in same Standard.	Placed in lower Standard.	Percentage placed in higher Standard, 1904.		
								Percentage placed in higher Standard.	Percentage placed in higher Standard, 1904.	
A 1	682	568	83·2	454	391	62	1	86·1	84·7
A 2	416	248	83·6	276	237	38	1	85·8	87·2
A 3	542	452	83·3	364	314	48	2	86·2	79·8
P.F.	226	185	81·8	173	148	24	1	85·5	81·6
B	817	521	63·7	596	369	224	3	61·9	69·5
C	159	119	74·2	88	65	23	...	73·8	48·7
Totals ...	2842	2093	73·6	1951	1524	419	8	78·1	77·5	

The percentage of pass is very even in A 1, A 2 and A 3 schools, but there is a drop in the A 2 schools from 87·2 per cent. in 1904 to 83·6 per cent. in 1905. In the B schools also the percentage has dropped from 71·6 to 63·7. In the remaining classes of schools there is an increase. The total percentage pass is 73·6 which is by no means satisfactory, either in itself or as compared with last year's percentage of 74·8. In the number of pupils inspected twice and advancing a Standard all classes of schools show an increase except again the A 2 and B schools, which have declined. It is thus more than probable that the percentages for these two classes of schools last year were abnormally high. The total advance is at the rate of 78·1 per cent., as compared with 77·5 per cent. in 1904. The figures show that the pupils inspected twice formed 68·6 per cent. of the total number presented in Standards.

VII. *Subjects of Instruction.*—There is much room for improvement in the teaching of *Reading*. What one has to complain of as regards this subject is, not so much lack of fluency or defective knowledge of words, as an utter want of expression and of understanding of the passages read, together with local peculiarities of inflection and accent. Distinct, well-modulated and expressive reading is rare, and one is driven to the conclusion that the subject suffers from perfunctory and unintelligent teaching. It is but just to say, however, excellent *Reading* and *Recitation* are found in certain girls' schools in the Circuit, and that, as a rule, girls acquit themselves better in these two subjects than boys. *Spelling* in White schools is usually satisfactory, and is improving in the best type of Coloured schools. *Writing* is another subject that suffers from defective teaching. The work is frequently relegated to odd quarters of an hour, and the pupils are left to themselves, with results showing untidiness, want of uniformity, and of due care in following the model. *Arithmetic* is gradually improving in method, and in the degree of intelligence brought to bear upon working the tests which are set. This, however, cannot yet be said to any great extent in the case of Coloured schools in which the work in this subject is very mechanical. The value of systematic practice in *Mental Arithmetic* and of due attention to the teaching of *Notation* and *Numeration* is being more widely recognised. *Composition* is in a backward state. That this is true of Coloured schools goes almost without saying, but it is equally true of the bulk of A 3 and P.F. schools, and of not a few of the A 1 and A 2 schools. Lack of facility in expression, colloquialisms and faults in construction are the chief defects, and these can be overcome only by *teaching*, not simply by *correcting*, which is too frequently regarded as sufficient. *Grammar* shows varied results. In the best type of school there is usually little to complain of, in others it is attempted to be taught as a set of definitions and rules without reference to the functions of words or structure of sentences; whilst in others again it receives but scant attention, its value as an educative instrument not being recognised. In *Geography* much remains to be done by way of imparting an adequate knowledge of maps, and of showing how to read and interpret them to advantage. In most schools the equipment for adequately teaching this subject, as well as *Physical Geography*, is very defective. *History*, like *Grammar*, varies greatly, but in general it may be said that too much detail is attempted, especially in Standards V. and VI., with the inevitable result of lack of interest and want of grasp. Amongst the higher subjects, *Latin*, *Mathematics*, and one or more *Modern Languages* are taught in all the A 1 schools in the Circuit, and two or more of these subjects in four of the A 2 schools. The regular teaching of *Science* is carried on in the East London Boys' High School, at Cathcart A 1, and at East London Girls' A 1 where *Botany* has been begun. *Woodwork* is taught in three schools, East London East Boys' High School, East London College St. A 2 and Cathcart A 1. The subject has been begun in East London West A 1, but at the time of inspection had been dropped owing to a difficulty in obtaining suitable accommodation for carrying on the work.

VIII. *Teachers.*—Table H shows the professional qualifications of the teachers of the schools inspected in each district of the Circuit, together with the percentage of certificated teachers in 1905, as compared with the percentage in 1904.

H.—QUALIFICATIONS.

(This Table includes only Teachers in Schools Inspected.)

DIVISION.	Certificated.					Un-cert.	Percentage Certificated.	
	P.C.	T 2.	T 3.	Misc.	Total.		1905.	1904.
Cathcart ...	1	2	14	...	17	16	51.5	61.7
East London ...	10	11	51	1	73	16	82.0	73.0
Komgha ...	...	1	9	...	10	6	62.5	31.5
Stutterheim ...	3	...	19	1	23	21	52.2	49.9
Totals ...	14	14	93	2	123	59	67.5	59.4

The percentage of certificated teachers shows a substantial rise in all the divisions except Cathcart, in which there is a fall from 61.7 to 51.5 per cent. The increase for the whole Circuit is 8.1 per cent. Pupil-teachers are now being trained in all the village schools of the Circuit except Bolo A 2, and this, in the near future, ought to have an appreciable effect upon the supply of certificated teachers for the local A 3 and P.F. schools.

Table I gives a classification of the teachers in the Circuit according to sex, together with the percentage of male teachers in 1905 as compared with 1904. The figures showing the actual number of male and female teachers are based upon quarterly statistics.

I.—SEX.

(Based on Quarterly Statistics.)

DIVISION.	Male.	Female.	Total.	Percentage of Male Teachers.	
				1905.	1904.
Cathcart ...	9	24	33	27.2	25.0
East London ...	30	62	92	32.6	32.5
Komgha ...	7	10	17	41.1	40.0
Stutterheim ...	13	33	46	28.2	28.0
Totals ...	59	129	188	31.3	30.9

The percentage of male teachers in the Circuit is 31.3 as against 30.9 in 1904. The increase is but trifling, and the most that can be said of it is that it is in the right direction. As having some bearing upon the facts disclosed by the table it may be pointed out that of the 69 pupil-teachers in training within the Circuit there is but one male.

IX. *Libraries.*—The following table shows the number and class of schools possessing school libraries.

J.—SCHOOLS POSSESSING LIBRARIES.

	A 1.	A 2.	A 3.	Other Schools.	Total.	
					1905.	1904.
Number of Schools in Circuit ...	5	5	23	68	101	103
Number possessing Libraries ...	5	4	7	2	18	17

There are 18 schools in possession of a library as against 17 in 1904. All the A 1 schools are now supplied. The A 2 school classified as without a library is that at Stutterheim, but the deficiency has by this time been made up.

X. *School Buildings and Furniture.*—Last year the A 2 school at Stutterheim had the unenviable distinction of being one of the two Public schools placed upon the "condemned" list. This year, happily, the reproach has been removed by the erection of an excellent building fully furnished and equipped and now in occupation. Amongst the five schools classified last year as "unsatisfactory" were Cathcart A 1 and Stonyridge A 3. For the latter a new building has been provided which, although in some minor points not quite satisfactory, is a great improvement upon the old structure. For Cathcart A 1 there are being provided additional classrooms, a kindergarten room, a laboratory and woodwork room. These additions will render this school a good type of village A 1 school. A new A 3 school with teachers' rooms attached has been erected at Brakfontein, East London, and is now in occupation; and a large boarding establishment has been provided in connection with the East London Boys' High School. A good brick building has been erected for the B school at Cathcart, but it is not yet adequately furnished or equipped; and iron buildings have been supplied for the B schools

at Nyaba, Engquleni, and Qanti, in Stutterheim. It will be seen from the foregoing that as regards the provision of new buildings and the improvement of existing ones there has been at least a normal amount of progress and activity. With the improvements made at Cathcart the A 1 schools of the Circuit are now adequate except those at East London West and Komgha. The former has been condemned repeatedly, and is a discredit to the community, but so far nothing has been done to alter the condition of affairs. The school at Komgha provides sufficient accommodation, and the building is in itself fair, but it is badly planned, inconvenient, and not in accordance with modern notions of what a school building of this class ought to be. There is, however, a possibility of steps being taken shortly to provide a more suitable building. In the matters of furniture and general equipment there is nothing to add to what was stated in this connection in last report, except that the tendency to improvement in these respects shown in B schools still continues. Last year the Public schools in the Circuit were classified as "satisfactory," "fair," "unsatisfactory," "condemned." In the following table the same classification has been made this year for such P.F. and B schools as have either been inspected or visited.

DIVISION.	Satisfactory.	Fair.	Unsatisfactory.	Condemned.	Total for Class.	Total for Division.
Cathcart P.F.	3	6	2	...	11	13
... .. B.	2	...	...	...	2	...
East London ... P.F.	2	5	3	...	10	21
... .. B.	3	5	...	3	11	...
Komgha P.F.	1	3	4	...	8	12
... .. B.	1	...	3	...	4	...
Stutterheim ... P.F.	...	3	1	1	4	18
... .. B.	3	9	2	...	14	...
Totals	15	31	14	4	...	64

The three condemned schools in the East London Division are the *English Church Mission School, East London, West*, the *Hottentot School, East London, East*, and the *Wesleyan Mission School, East London, East*. They are all overcrowded, and are inadequate as regards either buildings or furniture or both.

I have the honour to be,

Sir,

Your obedient Servant,

J. YOUNG.

East London, 6th January, 1906.

A.—MISS MACIVER'S REPORT ON THE TEACHING OF DOMESTIC ECONOMY.

SIR,—I have the honour to present to you my first report on the teaching of Domestic Economy, for the period from 1st August, 1904, to 30th September, 1905.

During August and September, 1904, I visited the principal Girls' schools in Cape Town and Suburbs, Stellenbosch, Paarl and Wellington. I then proceeded to Grahamstown, where I visited the Housekeeping School and the Native Girls' Industrial School, where work in this subject had already been started. From Grahamstown I went to Port Elizabeth, where I visited four Public schools and one Mission school in which Domestic Economy formed a subject of instruction. In the Erica Girls' School cookery classes had also been begun. Towards the end of September I examined in Domestic Economy the girls taking the Modern side of High School Standard B in the Wynberg Girls' High School, and found the work fairly intelligent, but the text-book in use too advanced for the requirements.

I. *Schools and Pupils.*—The following tables show the number of schools in the Colony, in which Domestic Economy is taught, and the number of pupils receiving instruction.

A.—SCHOOLS GIVING INSTRUCTION IN DOMESTIC ECONOMY.

(Arranged according to Divisions.)

DIVISION.	School.	Class.	No. receiving Instruction.	Cookery.	Laundry Work.
<i>European.</i>					
Albany	Grahamstown Housekeeping School	Sp.	23	8	15
Do.	Do. Douglas ...	A 3	25	13	12
Do.	Do. Elementary	A 3	4	4	...
Do.	Do. St. Joseph's Girls' (R.C.)	A 3	3	3	...
Do.	Do. St. Peter's (E.C.)	A 3	34	34	...
Cape Suburbs and District	Simon's Town High School	A 1	25	25	...
Do.	Wynberg Girls' High School	A 1	23	23	...
Cape Town, Green and Sea Point	Good Hope Seminary, High School	A 1	9	9	...
Do.	Green and Sea Point Girls'	A 1	9	9	...
Graaff-Reinet ...	Graaff-Reinet Girls' Industrial	Sp.	30	20	30
Paarl	Wellington Girls' Industrial	Sp.	48	48	48
Port Elizabeth ...	Port Elizabeth Erica ...	A 1	81	81	...
Do.	Do. South End	A 2	25	25	...
<i>Coloured.</i>					
Albany	Grahamstown Girls' Industrial (E.C.)	C	22	8	22
Cape Town, Green and Sea Point	School of Industry (E.C.)	B	14	14	...
Peddie	Ayliff Institute Girls' ...	C	29	...	29
Port Elizabeth ...	Port Elizabeth, St. Mark's (E.C.)	B	34	...	34
Queenstown ...	Lesseyton, Domestic and Industrial (Wes.)	C	59	59	59
Stutterheim ...	Emgwali Girls' (U.F.C.)	C	10	10	10
Victoria East ...	Lovedale Girls' Industrial (U.F.C.)	C	49	49	49
<i>Territories.</i>					
Nqamakwe	Blythswood Girls' Industrial	C	16	16	16
Totals			572	458	324

B.—ARRANGED ACCORDING TO CLASSES OF SCHOOLS.

YEAR.	Sp.	A 1.	A 2.	A 3.	B.	C.	Total.
1905	3	5	1	4	2	6	21
1904	3	1	...	...	...	6	10
Increase ... ..	...	4	1	4	2	...	11

From the above table it will be seen that at the close of the Third Quarter of the year 21 schools were giving instruction in the theory and practice of Domestic Economy, as compared with 10 in the corresponding quarter of 1904. The Rhenish Institute, Stellenbosch, in which Domestic Economy was taught in 1904, has given no instruction in the subject during 1905, the interruption being due to building operations, still in progress. It is to be hoped that the work will be resumed as soon as the school buildings are finished. In the High schools instruction is given in Cookery, etc., to girls taking the Modern Side in Standards B, C and D, and in the Simonstown High School instruction is also given to pupils from Standard IV. Where instruction in Domestic Economy has been introduced into A 2 and other schools, it has, so far, been given from Standard IV. upwards, but as soon as the work has been started as planned below, it would be well that all girls over eleven, without regard to Standard, and all suitable girls in Standard IV. and upwards, who are 10 years of age, should attend each year the course prescribed for that year.

II. *Schools Visited*.—The following table shows the number of schools visited during the period covered by the report. It will be seen, from a comparison of Tables A and C, that visits were paid to schools in which the subject is not yet taught. In these cases the matter was discussed with the Principals of the schools, and there is no doubt that when funds admit of the necessary expenditure, the work will be taken up.

C.—SCHOOLS VISITED.

YEAR.	Sp.	A 1.	A 2.	A 3.	B.	C.	Total.
1905	3	13	6	1	2	1	26

III. *Nature of Instruction*.—In the Grahamstown Housekeeping School, the Grahamstown Native Girls' Industrial School, and the Erica Girls' School Port Elizabeth, in which the work had been already begun, as well as in the five schools of the Cape Peninsula, where I began, and have personally superintended the work this year, the following general Domestic Economy Syllabus has been adhered to:—

- Elementary Physiology and Hygiene*.—Including a knowledge of (a) the general structure of the human body and the work of the principal organs therein. Foods and their composition. (b) Ventilation, site, warming and cleaning of the dwelling; water, its sources of supply and impurities; personal hygiene, etc. (This section is taken by High schools only.)
- Cookery*.—An elementary knowledge of the nature, uses and preparation of the various classes of foods—as soups, fish, meat, vegetables, puddings, bread and invalid cookery—with practice in the best and most economical methods of cooking them.
- Laundry Work*.—The lessons are expected to include instruction in:— (a) Washing of linens, woollens, cottons, prints, muslins, laces. (b) Starching and stiffening processes. (c) Methods of drying and hanging out of clothes. (d) Ironing, goffering and crimping. (e) Cleaning of tubs, copper, irons, etc. (f) Removal of stains and iron mould, and disinfecting clothes in cases of illness. (g) Uses of hard and soft water, alkalies, etc.

As soon as Cookery can be introduced into A 2 and Mission schools, it is proposed to draw up a graduated scheme of work, to extend over three years, and to be adapted to the special needs of the different classes of the population. Even where no practice in Cookery and Laundry work is as yet possible, theoretical lessons in Domestic Economy may be made distinctly useful in drawing the attention of the girls to the subject and in showing them how necessary some knowledge of it is to the maintenance of healthfulness and comfort in the home. It is hoped that as soon as parents realise the value of this work, they will be found ready to do all in their power to give their children the necessary training, and it may therefore be expected that the demand for these classes will increase, provided always that the teaching be efficient. It should not be forgotten, moreover, that the whole subject, and cookery in particular, admits of wide correlation with all the ordinary school subjects, and especially with the work done in elementary science, botany for example. The practical work done in the Grahamstown Native Girls' Industrial School is especially good, and it is to be hoped that the number of such Institutions will increase, especially as it is in this class of school that the work is of such educative value.

IV. *Training of Teachers*.—A syllabus of work in connection with the training of teachers was drawn up and published in the *Education Gazette* of 30th September, 1904, but no provision has as yet been made for this training, owing partly to want of suitable class-rooms. A class for teachers is to be started at the Sea Point Girls' School next year, which will afford those who attend some practical knowledge of the work.

The regulations for the Teacher's Cookery Examination, as published in the *Education Gazette*, fix the age of the candidate at 18, and the lowest certificate enabling her to enter for the training as the Third Class Teacher's Certificate, or an equivalent, but it should be remembered that the better the student has been educated, and the more general information she brings to her studies, the better cookery teacher she becomes. The occupation is one which should recommend itself to well-educated women, and it is most desirable that all teachers of the subject should be well educated.

V. *Equipment and Maintenance of Classes*.—With a few exceptions the accommodation for the Cookery classes in the schools which have begun this branch of Domestic Economy is inadequate. The class-rooms at the Girls' High School, Wynberg, and the Housekeeping School at Grahamstown approach nearest to the ideal standard. Great pains have been taken at the Wynberg School to render the accommodation at the disposal of the Managers suitable for the purpose, and various suggestions made on the occasion of my first visit to Grahamstown were well carried out. As it is not always possible to provide a suitably large room for this subject, it may be remembered that the Woodwork Room, in schools thus provided, is easily adaptable to the purpose. This has been done successfully at the Simonstown High School. Special attention should be paid to the ventilation of Cookery and Laundry Rooms; the temperature should never be allowed to rise above 65° F.

The following table shows the cost of equipment in the schools of the Cape Peninsula, which began work this year. Wynberg, it must be remembered, had to provide building accommodation, as well as equipment; of the total of £104, the building cost £75.

D.—TABLE SHOWING COST OF EQUIPMENT AND MAINTENANCE FOR YEAR.

SCHOOL.	Class.	No. of Classes.	Cost of Building and Equipment.	Cost of Maintenance for year.
Simonstown High Sch. (S.) ...	A 1.	2	£24 10 3	£4 14 11
Wynberg, Girls' High Sch. ...	A 1.	2	£104 8 6	£13 18 11
C. T. Good Hope Seminary High Sch.	A 1.	1	£16 6 2	£8 10 8
Green and Sea Point, Girls' ...	A 1.	1	£33 5 0	£7 1 8
C. T. School of Industry (Eng. Ch.) ...	B.	1	£32 14 11	£8 5 0

The cost of maintenance in the case of the Wynberg High School and others has been covered by fees and by the sale of food cooked at the lessons.

VI. *General Remarks.*—In one school only of those visited during the period covered by this report, namely the Grahamstown Girls' Industrial School, had methodical record books been kept. It is to be hoped that more attention will be paid in future to the keeping of these records. The following books, etc., are necessary:—

1. A time-table should be neatly drawn up and placed in a prominent position, also a price list of materials.

2. In all cases a list of dishes prepared and cooked, together with a record of instruction, must be preserved, to be shown when required.

3. A Register of Attendance should be kept and marked and closed during the first half hour of the lesson.

4. A stock book, mark book, and receipt book for daily sale of food should also be kept.

5. Notebooks should be carefully kept by each girl attending the class, the notes to consist of ingredients and methods of preparation of each dish, notes on theory, and special points to be remembered in connection with the lessons. The children should be encouraged to keep these books neatly, to be retained for use in after life.

Strict attention should be paid to cleanliness, order and economy, and the dietary value of food and cost of material should be taught at each lesson. The syllabus of work published in the *Education Gazette* should be adhered to, but in the event of the pupils requiring instruction other than that set forth in it, the teacher should draw up a scheme of work and submit it to the Department. The syllabus, once approved, must not be altered without first consulting the Department.

I have been unable to visit many of the schools in the Colony in which Domestic Economy is taught, as I have been occupied in continuing the work started in the schools of the Peninsula. I hope, however, to be able next year to visit all schools giving instruction in this subject.

I have the honour to be,

Sir,

Your obedient Servant,

M. C. MACIVER.

B.—MR. RAWSON'S REPORT ON THE TEACHING OF DRAWING.

SIR,—I have the honour to submit my first annual report on the state of Drawing in the schools that I have been able to visit during the year ending 30th September, 1905.

I. *Schools and Pupils.*—The information given in Table A is compiled from returns forwarded by Deputy Inspectors, and relates to the total number of schools in the Colony. An additional table is given in which an analysis has been made of the schools that have been visited by me.

A.—SCHOOLS AND PUPILS.

	1905.	Percentage, 1905.
Total No. of Schools	3098	...
Of these, No. in which Drawing is taught	1088	35·1
Total No. of Pupils enrolled	169278	...
Of these, No. taught Drawing	50731	29·9

SCHOOLS VISITED WITH PUPILS THEREIN.

DIVISION.	No. of Schools visited.	No of Schools in which Drawing is taught.	No. of Pupils enrolled.	No. of Pupils receiving instruction in Drawing.
Albany	7	7	884	826
Cape Suburbs	43	40	7035	6197
Cape Town, Green and Sea Point	42	41	7538	6619
Paarl	34	22	4152	2374
Port Elizabeth	4	4	604	604
Stellenbosch	22	15	2740	1687
Worcester	13	11	1423	758
Totals	165	140 or 84·8 per cent.	24376	19065 or 76·7 per cent.

It will be seen that in 25 schools of the districts concerned Drawing is not taught. These schools are of various classes, and 2 High schools, the Wynberg Boys' High School and the South African College High School, are of the number. In both these schools, however, instruction in Drawing has been commenced since the end of September. In the Paarl district no less than 13 schools are found in which Drawing is not taught. Of these, 1 is an Industrial school, 2 are A 2 schools, 1 is an A 3 school, and 8 are Mission schools. In the Stellenbosch district Drawing is not taught in 1 A 3 school and in 6 Mission schools. In the Worcester district but 2 of the schools that I visited were found not to take Drawing, one an A 3 school, the other a Mission school. Though it is gratifying to notice the evidence of progress afforded by a comparison of the figures in Table A with similar figures relating to the previous year, one cannot fail to notice that the most favourable statistics reveal a deplorable state of affairs. In practically two-thirds of the schools of the Colony no organised effort is being made to utilise the most important of the senses possessed by children to further their general education. Under another heading are indicated some of the reasons for the existence of such a state of affairs.

II. *Schools Visited.*—During the year under review I have made 280 visits to 165 schools in 8 districts. These visits have been made from different centres at which classes for teachers were being held, and were mostly of an informal nature. Instruction to the teachers has been given during these visits, sometimes directly, at other times indirectly through the children, by means of lessons that I have conducted personally.

B.—SCHOOLS VISITED.

YEAR.	Sp.	A1.	A2.	A3.	E.	Pcor.	B.	Total.
1904-05 ...	10	30	23	45	1	4	52	165

NUMBER OF VISITS MADE.

YEAR.	Sp.	A1.	A2.	A3.	E.	Poor.	B.	Total.
1904-05 ...	24	52	37	79	1	5	82	280

I am pleased to record that, almost without exception, teachers are eager to receive any information that can be given to them.

III. *Teachers' Qualifications.*—Figures relating to the qualifications of teachers in Drawing are placed in the next table. These figures apply only to the schools that I have visited during the year.

C.—TEACHERS.

(Classification of Teachers giving instruction in Drawing in the Schools Examined during the Year.)

	No. of Teachers.		Percentages.	
	1905.	1905.	1905.	1905.
Teachers holding :—				
Certificate for One Subject ...	30	7.8		
Certificates for Two Subjects ...	20	5.2		
Certificates for Three Subjects ...	37	9.6		
Certificates for Four Subjects ...	3	0.7		
Full Drawing Certificate ...	60	15.7		
Other special qualifications in Drawing ...	7	1.8		
Total ...	157	41.1		
Teachers not specially qualified to give instruction in Drawing ...	225	58.9		

The work required by the new Drawing Syllabus, referred to elsewhere, is no doubt more quickly understood and carried into effect by a teacher with some qualification in Drawing, but the possession of a qualification does not necessarily imply immediate ability to teach the subject on the lines of the new Syllabus.

IV. *Nature of Instruction.*—Remarks under this heading have to deal with a portion of the year during which one Syllabus was in operation, and with another portion during which the present Syllabus has been in force. Until a new scheme of work was instituted due allowance had to be made in considering the methods of

drawing that were approved under the old Syllabus. Even when such allowances were made I found little of an encouraging nature from the methods that were in general use. Printed diagrams of meaningless shapes, or highly abstract renderings of natural forms, were as an invariable rule hung before the class, and the attention of the teacher was devoted to obtaining neatness of mechanically copied line and form from the children, the mental training involved being indeed slight. One may presume that printed diagrams are only used by teachers who lack the power of draughtsmanship. It cannot be supposed that there is wisdom in habitually requiring children to execute work that the practised teacher cannot do. In many of the higher grade schools some teachers possessing qualifications in Drawing are to be found. It is quite unusual, however, to find these teachers giving practical demonstration of the value of such qualifications. For instance, a teacher possessing a qualification in Blackboard Drawing will take great trouble and much time to express by means of words some simple idea that could be conveyed finally and more quickly by means of a blackboard diagram. In most of the lower grade schools it is rarely that a teacher is found to possess a qualification in Drawing, and the lack of a qualification is urged as an excuse for neglect to teach the subject. The same line of argument is not carried to its natural conclusion with regard to other subjects of the school curriculum. The poverty of schools and their poor accommodation, are assigned causes of neglect to teach Drawing in many cases. The chief cause is undoubtedly the wrong conception of the aims of Drawing that exists in the minds of most teachers, who are confirmed in their attitude towards the subject by all around them.

Did teachers but understand that Drawing is a means, a most important means, and not a branch of education, fewer difficulties in teaching the subject would be discovered. The attitude of the Inspector of a Circuit towards the subject has much to do with the amount of effort that is expended upon the teaching of Drawing within the schools of that Circuit. Where one finds cases in which teachers are advised to secure certain results in Reading, Writing and Arithmetic, before teaching Drawing, one can only suppose that the subject is being considered as a separate branch of education.

Since their publication early in 1905 the new requirements in Drawing have been complied with, as far as possible, in most of the schools that have been visited, and good progress is being made in those schools. Coloured diagrams made from objects set before the class or placed in the hands of each member of the class, are now made by teachers during the progress of lessons in Drawing, and shortly one may hope to see evidences of the results of such work in connection with other subjects of the school curriculum. The new requirements in Drawing alluded to above, are designed to lead teaching of the subject along natural lines by such steps as will ensure the acquirement by pupils of increased powers of observation with facility in giving graphic expression of the results of such observation. Constructed forms, patterns, and natural forms are graded according to difficulties of understanding as well as of expression, and Geometrical and Scale Drawing are introduced in such a manner as to prevent their consideration as separate subjects of instruction at a too early period of school life. It is greatly to be regretted that the present state of the schools does not justify the immediate embodiment of a scheme of brush-work with the requirements in Drawing. It is also a matter for great regret that Manual Training in the form of paper cutting, cardboard modelling, or modelling in clay or plasticine is not yet correlated with Drawing in the early Standards.

Art in High Schools.—Painting from copies is typical of much of the work that is done in the High Schools as Art, and is commonly supposed to be of the nature of accomplishment. Such work is frequently done without any thought of educational value to be derived from it, and as the result is largely dependent upon the amount of help afforded by the teacher, this work is not profitable to the pupil, nor is it honest in intention. Where there is a desire on the part of those in charge of High schools to continue the study of Drawing beyond the Standards in which it is required, with a view to allowing opportunities to specialise in Art rather than in the direction of the Universities, guidance should be afforded them by means of a suggested scheme of work for classes above High School Standard B, and this will shortly be done. An effort is being made at the Rhenish Institute, Stellenbosch, to teach work of real value. Girls are now taught to design from their own studies of plants or other forms, and to carry out their designs in suitable materials.

Art Schools.—There is little evidence to lead one to suppose that the proper functions of a School of Art are commonly understood. On the occasion of a visit made to Grahamstown and to Port Elizabeth at the commencement of the year, I found that teachers were not making full use of the educational advantages offered by the existence of Schools of Art in those centres. At Cape Town the work taken in the School of Art has no connection with that taken in schools as Drawing, nor is this school utilised in the training of pupil-teachers or teachers. In the institution of artistic crafts, in the evolution of national style in architecture (not mere building), in matters of general culture and in care for the beauty of townships, much greater use might well be made of the few Schools of Art to be found in the Colony.

V. Training of Teachers.—From the list of classes at various centres, with their average enrolment and attendance, it will be seen that instruction has been given to a considerable number of teachers during the year. There is great need for more thorough preliminary training in Drawing than most teachers have had as yet. It should not be possible for a teacher to qualify without being able to make clear by means of diagrams or sketches, any explanation of a concrete form that is referred to during the course of general lessons. Large centres for the training of pupil-teachers cannot be attended to in a satisfactory manner during irregular visits made by an instructor, and these centres should be specially considered. Ere long it may be possible to place at least one teacher who is thoroughly conversant with the educational aims of Drawing and who is competent to teach with these aims in mind, at each large training centre. In the meantime, the utmost possible use should be made of any competent specialist that is available. A keen desire on the part of teachers for instruction in Drawing is evident, and it is particularly pleasing to note that many teachers with qualifications in the subject have availed themselves of every opportunity to become acquainted with methods other than those with which they were already familiar.

TEACHERS' CLASSES.

CENTRE.	Quarter of Year.	Average No. on Roll.	Average Attendance.
Cape Town, Green and Sea Point	1st	35	28
Do. do.	2nd	60	57
Do. do.	3rd	62	56
Do. do.	4th	82	74
Paarl	2nd	35	35
Do.	3rd	36	34
Wellington	2nd	23	22
Do.	3rd	30	28
Worcester	3rd	29	28
Somerset West	4th	17	16
Stellenbosch	4th	55	51
Totals	...	464	429

For the greater part these classes have been held with a view to familiarising teachers with the principles of the scheme of work set forth in the new Drawing Syllabus. Classes for teachers have been held at Cape Town continuously since my duties in the Colony commenced. A class for Coloured Teachers was commenced at Paarl, and gave promise of being well attended, but a change in my plans for the quarter necessitated its discontinuance. Teachers' classes have been held continuously during the year at Grahamstown, and have been conducted by the Art Master of that town. At these classes the average attendance for the year has been 115, and the average enrolment has been 131. Instruction in Drawing was given during the Summer Vacation Course, 1904-05, but only as part of the General Course. Except in cases where teachers attending the Course have already considerable knowledge of the subject, such instruction as can be given in the time available for Drawing is too incomplete to be satisfactory. A special course for Drawing affords an opportunity for study of the subject, the value of which cannot be well over-estimated. Provision for the training of Coloured Teachers might be made by arranging for the commencement of special courses for such teachers during the winter vacation in the Western Province, and during the summer vacation in the Eastern Province.

VI. Teachers' and Pupils' Examinations.—From the subjoined table will be seen the advantages that are possessed by teachers who work in proximity to centres at which regular instruction in Drawing is given.

D.—DISTRIBUTION OF CERTIFICATES AWARDED.
(Arranged according to Inspectors' Circuits.)

INSPECTOR.	Teachers.					Pupils.						Total.	
	Freehand.	Geometrical.	Model.	Perspective.	Blackboard.	Freehand.			Geometrical.				
						First Year.	Second Year.	Third Year.	First Year.	Second Year.	Third Year.		
Bartmann	20	4	2	...	...	...	26	
Bennie	...	7	5	1	1	14	50	15	7	...	...	100	
Craib, D.	...	46	37	2	...	6	95	22	13	4	9	3	237
Craib, J.	27	18	4	4	...	...	53
Ely	...	6	...	...	...	...	33	17	3	...	...	...	59
Freeman	24	1	1	...	...	...	26
Golightly	...	28	16	2	...	8	75	38	19	20	...	...	206
Grant	4	1	...	...	...	...	5
Hagen	1	...	...	...	...	...	1
Hobden	1	1	...	...	...	...	2
Logie	22	7	...	3	...	...	32
McLaren	4	...	3	7	...	...	14
Milne	...	7	7	...	...	...	68	29	14	19	1	...	145
Mitchell	45	28	2	2	1	...	78
Noaks	...	2	3	...	...	...	118	42	18	30	3	...	216
Porter (Acting)	6	2	1	...	...	...	9
Pressly	5	2	1	...	...	...	8
Rein, R.	2	...	...	...	...	...	2
Rein, T. W.	...	7	1	...	...	...	16	2	3	...	...	...	29
Robertson	3	1	2	...	...	...	6
Satchel	45	17	4	8	5	...	79
Spurway	...	3	...	...	...	...	33	9	5	...	...	...	50
Theron	...	13	6	...	...	4	52	22	7	...	...	...	104
Tooke	2	...	...	...	2
Watermeyer	12	2	3	...	...	...	17
Young	...	3	1	...	...	...	48	19	6	2	5	...	84
Totals	...	122	76	5	1	32	809	299	120	99	24	3	1590

Changes in the course of work for schools, necessitated alterations in the methods of examining the pupils. That such alterations are not operating unfavourably is evidenced by the following statistics.

ENTRIES FOR PUPILS' EXAMINATIONS.

SUBJECT.	1904.	1905.
Freehand Drawing	3648	4114
Geometrical Drawing	523	444
Drawing (New Syllabus)	...	1448
Totals	4171	6006

Leaving out of account the entries for Drawing (New Syllabus), there is a gain of 387 entries for examination, and the large additional number of entries for examination in Drawing (New Syllabus) represents a most favourable movement. The increase in the number of entries for the teachers' drawing examinations is another gratifying feature indicative of progress.

ENTRIES FOR TEACHERS' EXAMINATIONS.

SUBJECT.	1904.	1905.
Freehand Drawing	235	275
Model Drawing	167	118
Geometrical Drawing	28	46
Blackboard Drawing	63	153
Totals	493	592

A new series of examinations in Art subjects has been instituted, and here again an immediate and large increase in the number of entries has to be recorded.

ENTRIES FOR ART EXAMINATIONS.

	1904.	1905.
All Subjects of Examination	122	205

Uniformity of methods of examining the Blackboard Drawing of pupil-teachers is yet far from being attained, and this lack of uniformity prevents a most necessary portion of the preliminary training of a teacher from developing its full value.

VII. *Equipment.*—This is generally of a highly unsatisfactory nature. Wall-boards are frequently not found in schools, and where they are fixed are often not in good order, or are of unsuitable material. Desks that are suitable for purposes of drawing are seldom to be seen; geometrical models are possessed by only a few schools, and the provision of drawing paper, books, pencils, crayons, rulers, and compasses, is often a matter of the greatest difficulty. Again, few teachers are aware of the beneficial effect of pleasant surroundings upon children. The walls of most schools are devoid of relief to the eyes, no plants are to be seen, and no collection of objects is made whereby children may receive stimulation of their love of Nature. No doubt there are financial difficulties to be coped with in many schools, but these cannot be supposed to prevent a teacher from enlivening a school-room with growing plants, coloured prints, and collections of shells, butterflies, insects, etc.

The new Drawing Syllabus cannot be carried into complete effect without co-operation between teachers and children for the provision of material from which to draw, and it may be hoped that ere long there will be found in every school a collection of objects that will no doubt in many cases form the nucleus of a school museum. Too often I find that where a collection of objects has been made, these objects are not displayed constantly, but are put safely away in a cupboard. By this means the educative effect of beautiful forms is only put to use during certain hours, instead of constantly influencing the growth of children's minds.

VIII. *Public Exhibitions.*—In January, 1905, one section of the Handicraft Exhibition held at the Training Institute, Cape Town, was devoted to Elementary and Advanced Art. For the first time in the history of these exhibitions the Art section was made illustrative of the scheme of work set forth by the Department for the guidance of all schools throughout the Colony. It is impossible to say much in praise of the work exhibited, the best of it being that done in restricted time under examination conditions. In future one may hope to refer to the exhibition in this section, not only as illustrating the general progress of Art in Elementary, High, and Art schools, but as an exhibition showing sound progress in each department of work.

I have the honour to be,
Sir,
Your obedient Servant,
W. W. RAWSON.

C.—MISS ADAMSON'S REPORT ON THE TEACHING OF KINDERGARTEN.

[CIRCUIT.—THE WESTERN PROVINCE.]

SIR,—I have the honour to present to you my report for the year ending 30th September, 1905.

I. *Schools Visited, with Pupils therein.*—During the year 79 schools have been inspected, with a total enrolment of 5,276 pupils, and 212 informal visits have been made. The following table shows the schools inspected, classified according to grade.

A.—SCHOOLS VISITED.

YEAR.	A 1.	A 2.	A 3.	P.F.	Poor.	B.	Total.
1904	24	18	29	1	12	78	162
1904-5	16	6	18	...	4	35	79

The above schools comprise the following area:—Cape Town and Suburbs, Kimberley, Oudtshoorn, George, Malmesbury, Stellenbosch, Wellington, Paarl, Worcester, Riversdale, Robertson and Swellendam. Only half the number of inspections have been held this year, as compared with last, but 212 informal visits have been made, as compared with 137 last year. The reason for this is that much more time has been devoted to classes, consequently [the informal visits have] been devoted to schools in the class centres.

II. *Teachers' Qualifications.*—Teachers are gradually coming forward for the Kindergarten examinations, though the matter is proceeding all too slowly as yet. It is regrettable to find so many who do not hold even the Third Class Teachers' Certificate. The following table shows the number of those who hold Kindergarten certificates.

B.—TEACHERS.

(Classification of Infants' School Teachers in Schools examined during the year.)

	No. of Teachers.	Percentage.
Teachers holding		
Elementary Kindergarten Certificate ...	12	11.0
Advanced Kindergarten Certificate ...	8	7.3
Other Special Kindergarten Qualifications	...	...
Total	20	18.3
Infants' Teachers with no Kindergarten Qualification	89	81.6

The above figures relate to the area named only.

III. *Nature of Instruction.*—There is a very marked advance this year in the manner of handling the various *Gifts* and *Occupations*. They are used with more intelligence, and with greater breadth of purpose than has been the case hitherto in many instances. *Brushwork* and *Modelling* are becoming greater favourites, and are being turned to good account in correlation with other subjects. The *Story* is

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gradually finding its place in the work. This is intended to cultivate the imaginative side of the child's nature, hence a Nature Myth or a good Fairy Tale is often chosen. It has frequently to be pointed out, however, that the Story must be a story worth telling. It is not at all necessary, nor even is it advisable, to parade the moral; that will take care of itself. Let the choice be on the ground of artistic merit solely. Worcester Girls' High School and Rondebosch Girls' High School deserve special mention for their happy treatment of this subject. *Games* are gaining in life and interest, and so are being invested with a meaning which a stern formalism had stripped them of. *Singing* is showing an advance both in the matter of choice of song, and in artistic rendering; something remains to be done here yet however. *Drill*, and *Games* too, are often handicapped by want of space; even when a new school is built this point, sufficiency of floor space, is not always attended to. The very life and spirit of a good Infants' school demand ample floor space for the activity of its little people. Drill should always include some smart marching, and some breathing exercises. *Object* and *Nature Lessons* are every day being treated more sympathetically; the blackboard is being called to aid in the matter of rapid sketching; a quicker general intelligence on the part of the pupil should be the result, but there is still much room for improvement in this direction. The surrounding district, the objects that lie at the school door, so to speak, will prove most profitable. The South African College Preparatory School, Cape Town, is doing some useful work in taking up Gardening as an occupation. A properly-defined scheme shows how the idea is worked out. The Public School, Beaconsfield, has also taken up this work; the last visit saw an enthusiastic start made. A little time will surely bring an awaking interest in such a useful occupation to other schools in the Colony. A noticeable feature, and an encouraging one, is that consideration of method is gradually superseding consideration of matter, and not a few schools are showing a freshness and vitality that promise good things. In too many cases, however, consideration of ways and means is of prime importance, and methods of instruction must be such as material and accommodation permit. The teachers in these schools are deserving of praise for the work they do uncomplainingly, under adverse circumstances, and yet it may be that a little of that discontent which is said to be divine, might be the means of securing better conditions and larger results. Generally speaking, there is a distinctly more human note throughout the Infants' school, which is surely making for progress.

IV. *Training of Teachers and Teachers' Examinations.*—During the year classes have been held at Oudtshoorn, Riversdale, Swellendam, Paarl and George. All the Infants' teachers attended at each of these centres, and attended well. To many of them much praise is due for the painstaking and enthusiastic work done throughout the course after the arduous labours of a school-day. The one disappointment is that those who make this beginning do not all continue the study, and sit for the December examination. Of course attendance at these classes must help them largely in the practical working of their schools, and gives an insight into the meaning and handling of the Kindergarten occupations, and the whole correlated work of the Infants' Department. Still, it seems a pity after so much time and attention have been devoted to the subject not to make it complete by doing the necessary reading for the December examination. The following table shows the certificates awarded during the past year.

C.—KINDERGARTEN CERTIFICATES AWARDED.

(Arranged according to Inspectors' Circuits.)

Inspector.	Elementary.	Advanced.	Total.
Craib, D.	13	9	22
Golightly	1	...	1
Robertson	1	...	1
Satchel	10	...	10
Totals	25	9	34

V. *Classrooms and Equipment.*—In the matter of accommodation progress is being made, though slowly. Stellenbosch Rhenish A 1 and Paarl Girls' A 1 will soon be able to occupy the new buildings. The new schools at Swellendam and Heidelberg are already in use. The accommodation at George Girls' will also be improved at an early date. There are several A 1, A 2 and A 3 schools which are crowded, and are otherwise unsatisfactory, and too many of the Mission schools are also unsatisfactory. It is not much use building a new class-room and putting the old, unsuitable furniture into it. Little children should have desks to suit them, and these should be comfortable. The Infants' school should always be distinctly shut off from other class-rooms; curtains or folding partitions hinder the work of both. Standard II. should never be found in the Infants' Department unless it is quite impossible to make any other arrangement.

Schools are gradually being better equipped in the matter of Kindergarten material and wall pictures. It is surprising that in view of the usefulness of a museum more Infant schools are not provided with one; though some progress can be reported in this respect. Wall blackboards, which are now fitted in all the new schools, should be low enough to allow the Infants to work at them; they are frequently placed too high.

VI. *Public Exhibitions.*—In January 1905, a Public Exhibition was held at Cape Town. Comparing it with the previous year's exhibition it is not too much to say that there was a distinct advance noticeable. The work of the children, especially in such occupations as clay-modelling, brushwork and free-drawing was not only better done, and showed a wider range, but, and this is the encouraging point, there was a breadth in the treatment of the whole that speaks well for the *spirit* of the Kindergarten system which is gradually awaking in our schools.

I have the honour to be,

Sir,

Your obedient Servant,

MARY ADAMSON.

Capetown, 26th December, 1905.

D.—MISS SUTHERLAND'S REPORT ON THE TEACHING OF KINDERGARTEN.

[CIRCUIT.—THE EASTERN PROVINCE.]

SIR,—I have the honour to submit my report for the year ended 30th September, 1905.

I. *Schools Visited, with Pupils therein.*—During the past year 130 schools were inspected and 64 informally visited. The informal visits and visits of instruction were confined chiefly to the districts in which Teachers' classes were held. The number of inspections is shown in the accompanying table.

A.—SCHOOLS VISITED.

YEAR.	A 1.	A 2.	A 3.	Poor.	B.	Total.
1903-04 	27	18	40	12	19	116
1904-05 	23	18	37	12	40	130

During the year results have been much more satisfactory, and the desire to excel and do more than the bare requirements has been noticeable in many schools. The most pleasing features have been the thoroughness shown in much of the work, and the strong efforts made to get away from mere mechanical teaching. Marked progress was shown in the districts of Port Elizabeth and East London. Nearly all the First Class schools are working well, and the few Second Class schools mentioned in last year's report as not having made a beginning are now doing promising work. Special reference must be made to the Public Schools at Port Alfred and Steynsburg, while Bathurst A 2 is still hampered by unsuitable accommodation. Third Class schools are almost all working on approved lines, and a fair start has been made at Stockenstrom Street (D.R.C.) A 3, Graaff-Reinet. Railway schools are doing very satisfactory work. Naauwpoort is deserving of special mention, as one cannot but notice the very good tone of this school. Poor schools have improved all round. The Graaff-Reinet Poor school is doing excellent work, and the best use has been made of the simplest apparatus available. Among Mission schools, Seymour Street, Port Elizabeth, may be mentioned as having made creditable progress. The number on roll at the schools inspected was 7,329. There is a tendency in some schools to keep children too long in the Sub-Standards. This often gives rise to complaints from parents, and in a few instances there has been ground for complaint. A child of average ability entering school at the age of 5 or 6 should be able to get through the Sub-Standards in a year and a half. It is always the most satisfactory classification to have Standard I. taught as part of the Infants' Department, and this is usual in the best schools. It is not desirable that Standard II. should be included, as children of that age are too old to enter into the spirit of games and songs. It is pleasing to find fewer pupils of an advanced age in the Infants' classes. Teachers are evidently doing their utmost to remedy this evil, which was so noticeable two years ago.

II. *Teachers' Qualifications.*—The number of certificated teachers is shown in the following table.

B.—TEACHERS.

(Classification of Infants' School Teachers in Schools examined during the Year.)

	No. of Teachers.		Percentage.	
	1905.	1904.	1905.	1904.
Teachers holding Elementary Kindergarten Certificate	23	8	15·8	5·8
Advanced Kindergarten	5	...	2·9	...
Other Special Kindergarten Qualifications	10	17	5·8	12·3
Totals	38	25	24·5	18·1
Infant Teachers with no Kindergarten Qualifications	134	113	78·3	81·9

In parts of this Circuit there is evidence of an increased enthusiasm and a desire on the part of the teachers to qualify for Infants' school work, without which training no mistress is capable of successfully conducting an Infants' Department; for in it the foundation of a good education is laid, and the most skilful and expert teachers are necessary for this work. The sooner school managers recognise this fact and insist on special qualifications for such posts, the better it will be for the future education of the Colony. An erroneous impression is abroad with regard to the work of the Infants' mistress; her work is often considered of an elementary nature when compared with that of the ordinary standard teacher, whereas the reverse is the case. All true educationalists are agreed that the success of the school depends upon the early training of its pupils.

III. *Nature of Instruction.*—The past year shows progress in every branch of instruction. *Handwork* is neater and better finished, while the lessons given, on the occasion of formal or informal visits, indicate in many cases that predominance has been given to the intelligent rather than the mechanical side of the teaching. The new syllabus gives scope to teachers who know how to correlate the various subjects of instruction, and the marked growth of intelligence and alertness in the pupils has been noted with pleasure. There is still considerable vagueness on the part of some as to the true meaning of the term "Kindergarten." Many think that such work lies entirely apart from the usual three R's, and is, in fact, something extra added to the ordinary curriculum, and that it consists merely in doing so many designs in paper-folding or stick-laying. It is quite evident in many schools that the mistress tries to devote one or two hours a week to such work, thinking that on the inspection day a "show" is all that is wanted, overlooking the fact that any manual work, at this stage, is a waste of time unless the result has been educative. In giving a "gift" or "occupation" lesson a good teacher will make it her aim to teach so much counting, reading, etc., and will train her pupils to think. The teacher who does not work in this intelligent way has not grasped the significance of Infants' training. Certainly such lessons should be made so attractive that little children fancy they are playing. "Infants' Department" or "Infants' School" is the proper term for the Infants' section, and in such a department, no matter how small, the most intelligent methods should be adopted, methods that will make the teaching of Reading, Arithmetic and Writing interesting and easy, but above all, intelligence must be developed in every possible way. It is not sufficient that intelligence training be confined to the object lesson. It is the continual incidental questioning, the training of observation and giving expression to thoughts that go to make bright and observant pupils. In the matter of intelligence the pupils of Bedford A 1 school this year again distinguished themselves. Neatness, accuracy and deftness of touch are not to be undervalued, but in our schools there is little time to spare for mere "show" work, for the reason that pupils are often late in coming to school, and they must

tackle the essentials of education at once. It is therefore, the duty of the Infants' mistress to adopt the most intelligent and interesting methods, and when all teachers thoroughly understand this there will be fewer excuses like the following:—"I have no time for Kindergarten work," or "My school is not large enough for a Kindergarten," which show that some teachers, as was remarked above, regard Kindergarten as something apart from the ordinary school routine. Since 1903 the endeavour has been made to bring this fact home to teachers; this has been effected with considerable success in some districts but with disappointing results in others.

IV. *Training of Teachers, and Teachers' Examination.*—During the last quarter of 1904 a class for the instruction of teachers was held at East London, and last year classes were held at Graaff-Reinet and Cradock. Miss Smith, Erica School, Port Elizabeth, deserves great credit for the excellent work she has done in training teachers, and many in the district owe much to her. Miss Oettlé also interested herself in the work. Miss Morrison, Girls' High School, Uitenhage, has been an enthusiastic worker, while Miss Trash, Girls' High School, East London, gave valuable help to the East London Higher students. The Kindergarten students examined for teaching marks during the year have acquitted themselves much more satisfactorily than hitherto. The work done at Grahamstown Training College is deserving of special praise, and if the numbers and the standard of work can be maintained the effects will be far-reaching, and a supply of competent teachers will no longer be lacking. The able, bright manner in which the majority of the students of this College handled their classes is a strong proof that excellent work is being done. Where a teacher can afford the time and the money she should certainly avail herself of the year's training, as there is no training like actual practice in a Practising school. Teachers do not so much require book-knowledge as the power to impart knowledge, and it is only from constant practice that this power comes.

The following table shows the number of Kindergarten certificates awarded at the examination in December, 1904. They are arranged according to Inspectors' Circuits.

C.—KINDERGARTEN CERTIFICATES AWARDED.

(Arranged according to Inspectors' Circuits.)

Inspector.	Elementary.	Advanced.	Total.
Bennie	3	...	3
Craib, J.	1	...	1
Ely	3	...	3
Logie ... ..	...	1	1
Milne	6	4	10
Tooke	1	...	1
Young	9	...	9
Totals	23	5	28

V. *Classrooms and Equipment.*—During the past year there has been little to note in respect of new buildings or additional equipment, with the exception of the fact that at Stockenstrom Street (D.R.C.) A 3, Graaff-Reinet, a good room has been erected. A gallery has been added to the Infants' Department of the Girls' (R.C.) A 3, East London. One would fain hope that much will soon be done in the way of providing better desk accommodation in so many schools. It seems usual in some schools to provide the upper classes with new desks first, while the old ones are considered good enough for the Infants' room. This is reversing the natural order of things. Surely the first care should be for the comfort of the little ones.

VI. *Public Exhibitions.*—No² Public Exhibition was held in the Eastern Province during the year, but the best schools sent in work to the Cape Town Exhibition. The practice of giving a little display at the close of a session is becoming general, and this is to be commended, as parents and others have thus an opportunity of seeing what is done.

I have the honour to be,

Sir,

Your obedient Servant,

C. SUTHERLAND.

Port Elizabeth,
5th January, 1906.

E.—MR. FARRINGTON'S REPORT ON THE TEACHING OF VOCAL MUSIC.

[CIRCUIT.—THE EASTERN PROVINCE.]

SIR,—I have the honour to present to you my report for the period 1st October, 1904, to 30th September, 1905. It deals with the Circuits of Inspectors Bennie, J. Craib, Ely, Hagen, Hobden, Logie, McLaren, Milne, Porter, Pressly, R. Rein, T. W. Rein, Spurway, Tooke and Young. The last report dealt with the year ended 30th June, 1904, so that the months July, August and September of 1904 have not been reported upon.

I. *Schools and Pupils.*—Table A gives the number of schools and pupils in the Eastern Province and also the number of schools in which, and pupils to whom, Singing is taught; the corresponding figures for last year are also shown.

A.—SCHOOLS AND PUPILS.

	1905.	1904.	Percentage.	
			1905.	1904.
No. of Schools in Eastern Province ...	1,782	1,618	...	...
Of these, No. in which Singing is taught ...	1,221	1,095	68·5	67·6
No. of pupils enrolled in Schools in Eastern Province ...	96,951	90,616	...	...
Of these, No. taught Singing ...	64,454	62,195	66·4	68·1

Deducting 1,618 from 1,782 the gain in number of schools is found to be 164, against a corresponding gain of 59 last year. The gain in number of schools teaching Singing is 126, a satisfactory increase which more than makes up for the loss noticed last year. The increase in number of pupils enrolled is 6,335, but only 2,259 additional pupils are being taught this subject. The percentage of pupils taught Singing has fallen from 68·1 to 66·4, a difference of 1·7. Two causes help to bring about this unsatisfactory result. In many Native schools the Sub-Standards are not taught, and in the Public schools there appears to be a tendency to discontinue the subject above Standard V., especially in schools for boys only.

II. *Schools Visited.*—Table B. gives information regarding the number of schools visited during the year.

B.—SCHOOLS VISITED.

Year.	Sp.	A 1.	A 2.	A 3.	Poor.	B.	C 1.	C.	Total.
1904 ...	1	36	33	61	20	61	10	22	244
1904-5 ...	2	30	22	51	13	41	10	30	199

The shortfall of 45 is due to the fact that much time was spent early in 1905 on the preparation for two Exhibition Concerts, one in Port Elizabeth and the other in King William's Town, and also on Teachers' Classes in Port Elizabeth. It should also be explained that the Grahamstown Training College was visited twice during the period under review. The districts of Maclear, Elliot and Matatiele were visited for the first time.

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III. *Teachers' Qualifications.*—Table C shows the classification of teachers giving instruction in the schools examined during the year.

C.—TEACHERS.

(Classification of Teachers giving Instruction in Singing in Schools Examined during the Year.)

	No. of Teachers.		Percentage.	
	1905.	1904.	1905.	1904.
Teachers holding :—				
Elementary Tonic Sol-fa Certificate ...	136	141	44·0	42·7
Intermediate Tonic Sol-fa Certificate ...	135	156	43·7	47·3
School Teacher's Music Certificate ...	20	25	9·7	7·6
Other special qualifications in Singing ...	7	8	2·3	2·4
Totals	309	330	76·7	74·8
Teachers with no special qualifications in Singing	94	111	23·3	25·2

It will be noticed that the percentage of teachers of Singing who hold some certificate or other shows a slight increase. This is due mainly to the gain in School Teacher's Music certificates. The percentage of unqualified teachers is slightly lower than those noted for the past two years. An unpleasant feature is the fall in the number of teachers holding the Intermediate Certificate of the Tonic Sol-fa College. The reason for this is not plain, but cases have been observed in which well-qualified teachers have been transferred to classes in which Singing is not professed, and their places taken by others not qualified.

IV. *Nature of Instruction.*—The Tonic Sol-fa notation is being well taught in quite a number of the schools visited, but many years must elapse before a satisfactory standard is reached in the case of small and obscure schools. In regard to the Staff notation, little progress can be recorded. A good and easy plan, and one which would soon bring about a change for the better, would be to introduce the Staff notation when the pupil has gained the Intermediate Tonic Sol-fa Certificate. Almost without exception every such pupil would be able to get the first Staff notation award in the following year. This was proved by a few pupils from the Erica School, Port Elizabeth, who easily adapted their knowledge to the Staff, while others, who had not a basis of Tonic Sol-fa, found much difficulty in meeting the same Staff notation tests. With a view to the encouragement of Staff notation, it is proposed to make informal visits to some of the most successful schools, early in 1906. Much interest is taken by parents and friends in School Concerts, and the increase in the number of Cantatas and Operettas is a sign of greater pains and ambition. Although not taken up by every Training School, the performances of part-songs by small choirs is receiving considerable encouragement. Perhaps the most pleasing songs of this kind were rendered at Lovedale. The songs sung by larger choirs at the Training schools include "In going to my lonesome bed" (Edwards), "Glorious Apollo" (Webbe), "Hail! Alma Mater" (Wagner), "Indian Drum," "The Fisherman's Good-night," "Where the Bee Sucks," and "Sleep, Gentle Lady" (Bishop), "O, who will o'er the Downs" (Pearsall), "The Lark," "Cast thy burden," "Lullaby," "He, watching over Israel" and "The Hunting Song" (Mendelssohn), "Three Fishers" (Hullah), "O hush thee, my Babie" and "Hymn of the Homeland" (Sullivan), "Awake, Æolian Lyre" (Danby), "Ye Spotted Snakes" (Stevens), "The Bells of St. Michael's Tower" (Knyvett, arranged by Sir R. P. Stewart), "To Thee Cherubim and Seraphim" and "Hallelujah" (Handel), "Let the hills resound" (B. Richards), "Queen of the Valley," "Friar of Orders Grey," and "In the Lonely Vale of Streams" (Callcott), "Hunting Chorus from 'Rosamunde'" (Schubert), "Comrades' Song of Hope" (Adam), "Voices of the Woods" (Rubinstein), "Strike the Lyre" (Cooke), "The Young

Recruit" (Kücken), and "Soldiers' Chorus" (Gounod). A few years ago the songs professed at these Training schools were mostly indifferent; in several cases it was found that class-singing was entirely neglected. This deplorable fact was referred to in the report for 1901. The improvement must act for good on many schools, but an informal visit often shows that teachers are not working up to their full capacity and that the lessons of the Training School are soon forgotten or ignored. Reference has been made to the ill effects of frequent changes of staff in former reports. A certain class in one of the town schools was taught for five months of the year by one teacher, for five and a half months by another, and a third teacher then took charge. Each teacher in turn started anew and, taking no notice whatever of the work of her predecessor, commenced several fresh songs. Results were disastrous. One wonders why the principal teacher remained ignorant of what was going on for a whole year. Now that Novello's "South African Songster" is published it is hoped that fewer schools will find any difficulty in selecting songs and exercises. Observation shows that the advantages of using such books are not fully appreciated as yet. In concluding this section it may be mentioned that the Cape University Exhibition for Music was this year awarded to an Eastern Province pupil, Miss E. M. Whiteside, of the Girls' High School, Uitenhage.

V. *Training of Teachers.*—The Grahamstown Training College continues to do work of an excellent kind, and managers of schools speak in high terms of the satisfaction given by ex-students. Part-singing was thoroughly good, and individual effort showed improvement. No fewer than five students and one acting teacher successfully met the practical tests for the School Teacher's Music Certificate. Native Training Schools have been referred to in Section IV. The four best were Lovedale, Healdtown, Blythswood and Emgwali. Shawbury, Umtata, All Saints' and Buntingville were the weakest. The last named had only been in existence as a Training School for a few months, however. Owing to the very large number of Mission schools it is next to impossible to speak of the success, or otherwise, of the bulk of native students when they go out to teach.

During the year under review three Vacation Courses of Training were held, one at Grahamstown for Europeans, others at Bensonvale and Healdtown for Natives. Five of the European teachers passed the practical part of the School Teacher's Music Certificate. Mr. Woodward speaks of the eagerness to benefit by instruction at Bensonvale. Mr. Rowley (Healdtown Course) says, among other things, that many followed the lectures intelligently. Besides the 5 School Teacher's Music Certificates mentioned above, 10 Intermediate and 35 Elementary awards were made at the three Courses of Training.

Early in 1905 Central classes were held in Port Elizabeth for school teachers. The more advanced teachers prepared for the School Music Certificate and 6 were successful. Younger teachers took up the Staff notation at another class and 8 were successful. When the Education Act is in full operation it would be a good idea for each School Board to have its own classes for the training of teachers.

VI. *Teachers' and Pupils' Examinations.*—The names of students who gained the Teacher's Music Certificate will be found below. This examination requires a knowledge of both Tonic Sol-fa and Staff Notation.

1. Sister Agnes Helfenberger, Convent, Umtata.
2. Miss Alice E. Heathcote, Naauwpoort.
3. Miss Ellen Wingham, Training College, Grahamstown.
4. Mr. William H. Green, Maclear.
5. Sister Candida, Convent, Cambridge.
6. Mr. Stanley Clark, Boys' High School, King William's Town.
7. Sister Claudia, Convent, King William's Town.
8. Miss A. Elizabeth Bedells, Girls' High School, Port Elizabeth.
9. Mr. George Rowley, Boys' High School, Port Elizabeth.
10. Miss Isabella Laing, Erica Girls' School, Port Elizabeth.
11. Miss Jane F. Earl, South End School, Port Elizabeth.
12. Miss Grace Gough, Erica Girls' School, Port Elizabeth.
13. Miss Janet Cranston, North End School, Port Elizabeth.

Two other ladies passed the practical part but failed in the written; one other passed in the written but failed in the practical.

[G. 5—1906.]

D.—VOCAL MUSIC CERTIFICATES AWARDED.

(Arranged according to Inspectors' Circuits.)

INSPECTOR.	Tonic Sol-Fa.				Staff.	Total.
	Junior.	Elementary.	Intermediate.	S.T.M.C.	1st Grade.	
Bennie ...	162	74	19	1	...	256
Craib, J. ...	124	35	12	...	...	171
Ely ...	77	76	19	2	...	174
Hagen ...	32	26	7	...	...	65
Hobden ...	37	18	...	1	...	56
Logie ...	71	29	3	...	1	104
McLaren ...	56	39	7	...	...	102
Milne ...	117	73	28	6	12	236
Porter (Acting) ...	7	8	...	...	...	15
Pressly ...	42	20	5	...	...	67
Rein, R. ...	11	6	3	...	...	20
Rein, T. W. ...	49	44	13	...	...	106
Spurway ...	57	3	1	1	...	62
Tooke ...	56	17	3	1	...	77
Young ...	128	67	23	1	...	219
Totals ...	1,026	535	143	13	13	1,730
Do., 1904	1,096	597	106	7	10	1,816

The first two columns show a decrease of 70 junior and 62 elementary certificates respectively. An increase of 37 in intermediate, 6 in School Teacher's Music Certificate, and 3 in first grade Staff Notation is also seen. It would appear that there was a fall of 86 in the grand total. The figures given in the second and third columns of the table show those certificates issued from the Education Office between 1st October, 1904, and 30th September, 1905. A number of certificates awarded in September, 1905, were not actually issued until the following month, and they will appear in the returns for 1906. Taking into account all awards made during the period under review the grand total is 1,864, slightly in advance of last year's record. It will be noticed that the highest returns are from the Circuits of Inspectors Bennie (Grahamstown), Milne (Port Elizabeth), and Young (East London). Inspector Milne's Circuit is further distinguished on account of the number of awards to acting teachers, just half of the total number in the Province. Again, with the exception of a single award in Dr. Logie's Circuit, all the Staff certificates have been granted in Inspector Milne's Circuit. In regard to these examinations for Tonic Sol-fa College certificates, the four best schools, First Class schools only being reckoned, were:—

1. Port Elizabeth, Erica A1.
2. King William's Town, Boys' High School.
3. Graaff-Reinet, Girls' A1.
4. East London, Girls' A1.

The three schools of this class found at the end of the list, and which must be deemed very unsatisfactory, were:—

- Komgha A1.
- Cradock, Boys' High School.
- Fort Beaufort A1.

VII. *Equipment.*—There is little to add to the remarks made in former reports. Slow progress continues to be made. Every pupil in the Standards should possess a book of songs and exercises. The books mentioned in Section IV. (the *South African Songster*) are specially written to supply this need, and are graded according to the Departmental Syllabus. Most of the conductors at Native school choir competitions use either a tuning fork or a pitch pipe. A fair number of chromatic pitch pipes are now in the hands of Native teachers, and this is gratifying, since

any change in pitch can so readily be detected. The pitch pipe is also used with advantage in voice training exercises. At the Grahamstown Location A 3 school, one of the very few Native schools of this class, excellent songs were professed, and the copies had been bound together in book form. It is hoped that many other schools will follow this example.

VIII. *Public Exhibitions and Competitions.*—Two exhibition concerts were given:

1. *King William's Town.*—The second combined concert was held in the Town Hall on Wednesday, the 29th, and Thursday, the 30th March. The programme consisted chiefly of choruses for equal voices and solos. Ear training and singing from manual signs were included in the programme. The attendance of the public was only moderate.

2. *Port Elizabeth.*—The fourth concert was held in the Feather Market Hall on the 20th June. The programme was similar to that performed at King William's Town, the chorus being identical.

Competitions were held at the following centres:—

1. *Nqamakwe* (Inspector McLaren's Circuit).—25th October, 1904. Won by Ezolo School, conducted by Mr. Walter Mafanya. Hlobo, Magodla's, Ncisininde, Ndondo's Schools also competed.

2. *Butterworth* (Inspector McLaren's Circuit).—26th October, 1904. Won by Ndabakazi School, conducted by Mr. Martin Mpondo. Butterworth Boys', Cunningham and Veldtman's Schools also competed.

3. *East London* (Inspector Young's Circuit).—28th October, 1904. Won by King William's Town, Queen Street School, conducted by Miss Ninow. East London Boys' High School, East London Girls', King William's Town Boys' High School, and Taylor Street Girls' School also competed.

4. *Engcobo* (Inspector Hagen's Circuit).—5th December, 1904. Won by Clarkebury Choir, conducted by Mr. Peter Mjali. Sitebe, Mbanga, Tyeni, Goboti, Bojana, Gqutyini, All Saints' and St. Alban's also competed.

5. *Xalanga* (Inspector Hagen's Circuit).—15th December, 1904. Won by Mnxe, conducted by Mr. J. L. S. Manzana. Cala River, Fononondile, Lower Cala, Lower Lufuta, and Seplan also competed.

6. *De Aar* (Railway Schools).—25th March, 1905. Won by De Aar, conducted by Mrs. L. W. Cowling. Naauwpoort, Cradock and Touws River Schools also competed.

7. *Burghersdorp* (Inspector Pressly's and Spurway's Circuits).—24th March, 1905. Won by Burghersdorp, conducted by Miss Paterson. Dordrecht and Molteno Schools also competed.

8. *Queenstown* (Inspector Logie's and Young's Circuits).—12th May, 1905. Won by Queenstown Boys' School, conducted by Mr. G. Forrest. Tarkastad Girls' and Sterkstroom also competed.

Altogether there were eight competitions, that at Engcobo being new. The Port Elizabeth teachers decided not to hold the choir competition in view of the exhibition concert. Detailed reports of these competitions appeared from time to time in the *Education Gazette*. The *Gazette* of 22nd September, 1905, gives the report of an address by Dr. A. Somervell, Examiner in Music in English Training Colleges. This address was delivered in Grahamstown, and excited a good deal of interest. The claim he made for music was that responsiveness to it was the outward and visible sign of an inward sensitiveness to the rhythm in all things. He further recommended that junior classes should sing every day, and the whole school once a week, just to enjoy it. Reference has been made in former reports to the love of music felt by native children. After the Xalanga competition an impromptu concert was arranged by the Rev. T. Iles in the evening. A number of European listeners were present and the various items, including several tribal war-songs were enjoyed. Perhaps the most interesting piece, however, was an arrangement of the old "Grandfather's Clock" with a really wonderful "tic-a-tic" accompaniment by the basses. At ten o'clock someone suggested that the Europeans should sing this song before leaving. Our rendering was not nearly equal to that of the native school children, and was practically a unison song. We were told that the native choirs kept up their concert until daylight, when they left for their respective homes. We were surprised that "Grandfather's Clock" should be so well known by several native choirs, but it transpired that it is a great Fingo wedding song. Some years ago it was an almost necessary adjunct to native

weddings at Blythwood Mission. The Native competitions are free to the public, but a collection is made in order to buy food for the visiting children, many of whom travel long distances on foot or by wagon. The takings at the European concerts amounted to £169 16s., and the expenses to £144 5s., leaving a profit of £25 11s. to be spent in the interests of school music. Since 1897 the sum of £1,339 19s. 2d. has been paid for admission to these concerts. The various profits added together losses having been deducted, make £349 16s. 5d. The following sums are held in hand at present:—East London, £45 9s. 1d. (Town Clerk); Queenstown, £11 8s. (Mr. Forrest, local secretary); Burghersdorp, £15 4s. 4d. (Mr. Malan, Dordrecht, local secretary); Port Elizabeth, £3 11s. 6d. (Mr. Rowley, local secretary). At King William's Town there is a deficit of £1 7s. 4d.

I have the honour to be,

Sir,

Your obedient Servant,

FREDERICK FARRINGTON.

Queenstown,
20th January, 1906.

F.—MR. LEE'S REPORT ON THE TEACHING OF VOCAL MUSIC.

[CIRCUIT.—THE WESTERN PROVINCE.]

SIR,—I have the honour to submit my annual report on the condition of Vocal Music in the schools of the Western Province for the year ending 30th September, 1905.

I. *Schools and Pupils.*—Table A which summarises the returns sent in by Inspectors during the past year, shows the number of schools giving instruction in vocal music and the aggregate number of pupils taught Singing by note; for the sake of comparison the numbers for last year are also given.

A.—SCHOOLS AND PUPILS.

	1905.	1904.	Percentage.	
			1905.	1904.
No. of Schools in Western Province	1,316	1,116	...	...
Of these, No. in which Singing is taught	676	463	51·3	47·5
No. of Pupils enrolled in Western Province	72,327	63,124	...	...
Of these, No. taught Singing	42,705	37,207	59·1	52·6

From data gathered by circularising the schools not visited within the statistical year the final totals stand as follows: number of schools in which Singing is taught, 687, number of pupils taught Singing, 51,227, or 52 and 70 per cent. respectively. The schools in which much remains to be done are those of small enrolment, namely, Private Farm, Poor, and Public schools of the Third Class. The subject is often neglected therein because "the numbers are so small," whereas, of all places in the Colony, the call for song on the solitary farms is of most pressing urgency. I would, therefore, recommend that to teachers who are competent to give instruction in vocal music the subject should take rank among the compulsory.

II. *Schools Visited.*—The number of schools visited is 259, or one-fifth less than last year's total. The organisation and management of School Choir Competitions has made a greater demand on my time, the number of these contests having increased 100 per cent. in the year under review. With a view to rendering more effective service in voice training more time has been spent in quite a number of schools.

B.—SCHOOLS VISITED.

	Sp.	A 1.	A 2.	A 3.	D.	P.F.	Poor.	B.	Total.
1905	5	48	41	38	2	...	26	99	259
1904	3	44	53	61	...	2	28	120	311

To the above totals must be added four inspections of private institutions, which send in candidates to the Pupil Teachers' Examinations, and 33 informal visits.

[G 5.—1906.]

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III. *Teachers' Qualifications.*—There are now 1,158 teachers giving instruction in vocal music, an increase of 80 for the year. Seventy-six per cent. of these hold the qualifications specified in Table C.

C.—TEACHERS.

(Classification of Teachers giving Instruction in Singing in Schools Examined during the Year.)

	No. of Teachers.		Percentage.	
	1905.	1904.	1905.	1904.
Teachers holding :—				
Elementary Tonic Sol-fa Certificate	296	285	25·6	26·4
Intermediate Tonic Sol-fa Certificate	408	380	35·2	35·2
School Teacher's Music Certificate	91	80	7·7	7·4
Other special qualifications in Singing	89	85	7·7	7·8
Totals	884	830	76·2	76·8
Teachers with no special qualification in Singing	274	248	23·6	23·0

IV. *Nature of Instruction.*—The details of instruction were fully given in my report for 1904. The number of schools which make good their profession of carrying out the requirements of the School Course is steadily increasing. Attention is again particularly directed to the necessity of covering well the requirements for the Junior and Elementary Certificates in Standards I., II. and III. It is only in schools where this procedure is followed that a satisfactory state of efficiency is evenly maintained from year to year. An effort has been made to effect more in voice training, and the selection and performance of songs has been subjected to a more critical oversight.

V. *Training of Teachers.*—The results of training in Training Schools are considerably in advance of previous records. The same must be said of the small classes formed by the members of school staffs for mutual preparation for the various certificates of the Tonic Sol-fa College. As stated elsewhere, "it would be difficult to speak too highly of this method of qualifying. The study and practice of a systematic course such as that laid down in the text-book prescribed for the School Teacher's Music Certificate is appreciated all the more by students who have the opportunity of putting into immediate practice the methods therein outlined. The efficiency of teachers who qualify in this way is very evident." A Vacation Course was held in Cape Town during the Christmas holidays of 1904-5. The course in Singing was taken by 123 teachers. In respect of musical attainment and experience, these teachers constituted by far the best body ever assembled at any Vacation Course held in Cape Town during the past twelve years. The next table summarises the results of training of students of Training Schools and of acting teachers, and institutes a comparison with the records of 1904.

CERTIFICATES AWARDED.

	Certificates Awarded.									
	1905.					1904.				
	Elem.	Int.	S.T.M.C	Staff.	Total.	Elem.	Int.	S.T.M.C	Staff.	Total.
Central Classes, Cape Town	22	9	1	...	32	17	10	3	...	30
Normal College, Cape Town	17	8	3	...	28	2	...	6	...	8
Training School, Wellington	40	46	7	...	93	39	34	8	...	81
Totals	79	63	11	...	153	58	44	17	...	199
Acting Teachers	62	38	28	1	129	38	30	18	2	88

All the successful candidates for the School Teacher's Music Certificate passed in both the Staff and Tonic Sol-fa Notation requirements.

VI. *Teachers' and Pupils' Examinations.*—The number of schools visited being 52 less than last year's total, a diminished aggregate of certificates issued follows as a natural consequence. The actual number awarded is 4,379, and although 773 short of the number issued in 1904, it shows that the average of individual examinations made per visit has risen from 16·5 to 16·9.

D.—VOCAL MUSIC CERTIFICATES AWARDED.

(Arranged according to Inspectors' Circuits.)

Inspector.	Tonic Sol-Fa.				Staff.		Total.
	Junior.	Elem.	Inter.	S.M.T.C.	1st Grade.	2nd Grade.	
Bartmann	36	19	5	1	1	...	62
Craib, D.	236	161	66	5	6	7	481
Freeman	143	57	17	...	...	...	217
Golightly	327	240	83	10	...	...	660
Grant	133	56	11	...	4	...	204
Hofmeyr	53	21	15	3	...	...	92
Mitchell	172	140	45	3	...	...	360
Noaks	167	160	33	1	...	...	361
Robertson	171	157	64	2	1	...	395
Russell	31	10	...	...	...	...	41
Satchel	567	207	102	7	10	...	893
Theron	220	141	41	4	...	...	406
Watermeyer	111	57	36	3	...	...	207
Totals	2,367	1,426	518	39	22	7	4,379

VII. *Equipment.*—With efficient teachers who show an interest in the subject the provision of adequate equipment is assured. When the teaching of Singing is confined to the junior members of the staff, which is often the case in First Class schools, almost without exception the attitude of the Principal is one of encouragement, and exhibits a recognition of the formative influence of vocal music. The supply of good songs and graded exercises is more satisfactory. The special collections of songs for South Africa which are now being published, will supply a great want and materially assist rural teachers who are not acquainted with many books for schools published in Europe.

VIII. *Public Exhibitions and Competitions.*—The forecast of a probable 100 per cent. increase of School Choir Competitions which was ventured in my last report has been realised, twelve contests having been held within the statistical year. Two competitions were held at Stellenbosch within this period, the second event following on the first at an interval of nine months to meet the convenience of the interested choirs. For the same reason the competition for the districts of Britstown, Hope Town and Philipstown was postponed, thereby falling outside the year under review. These exhibitions of the nature and quality of work done in our schoolrooms have already educated the general public to a considerable degree. The events are looked forward to with growing interest. The great stretches of country which separate towns and villages involve a life of isolation which accounts for a certain lack of progress noticeable in rural communities, and therefore the assembling of children from several centres brings with it other benefits than those purely musical. In some instances these competitions afforded to as many as 75 per cent. of the choristers the first opportunity of getting away from the village of their birth. It is but fit and proper to acknowledge the very generous provision which has always been made for the entertainment of visiting choirs. The fact that many of the country choirs are as efficient in every respect as the best choirs in the large centres of population is not only a promising feature but an ample justification of this means of raising the standard of school singing. The twelve competitions were held at the under-mentioned centres. The first and second choirs are given in each case.

1. Ceres, Piquetberg and Tulbagh, held at Piquetberg, 21st October, 1904.
 1. Piquetberg, conducted by Mr. J. G. Pauw.
 2. Porterville, conducted by Miss J. van Schalkwyk.
2. Ladismith, Riversdale, Robertson and Swellendam, held at Swellendam, 4th November, 1904.
 1. Montagu, conducted by Miss L. B. Hosking.
 2. Robertson, conducted by Miss M. Nicol.
3. Cape Division, First Class Public Schools, held in Cape Town, 8th November, 1904.
 1. { Sea Point, Girls', conducted by Dr. T. Barrow Dowling.
 1. { Cape Town, Sacred Heart, conducted by Mr. W. M. van Erkel.
 2. Simonstown High School, conducted by Mr. P. Annecke.
4. Malmesbury, Paarl, Stellenbosch and Worcester, held at Stellenbosch, 16th November, 1904.
 1. Riebeeck West, conducted by Mr. W. Fouché.
 2. Stellenbosch, Bloemhof, conducted by Miss Long.
5. Aberdeen, Jansenville, Willowmore and Uniondale, held at Willowmore, 30th November, 1904.
 1. Willowmore, conducted by Mr. A. T. Carnie.
 2. Steytlerville, conducted by Mr. C. J. Strydom.
6. George, Mossel Bay and Oudtshoorn, held at Oudtshoorn and Mossel Bay, on the 2nd and 3rd of December, 1904.
 1. Oudtshoorn, Girls', conducted by Miss J. M. Hutton.
 2. Mossel Bay, Girls' conducted by Miss Urwin.
7. George, Mossel Bay and Oudtshoorn (Mission Schools), held at Oudtshoorn and Pacaltsdorp, 10th and 13th March, 1905.
 1. Oudtshoorn, Ind., conducted by Mr. J. H. Wagner.
 2. Pacaltsdorp, Ind., conducted by Rev. G. B. Anderson.
8. Knysna, held at Knysna, 18th March, 1905.
 1. Knysna, conducted by Mrs. N. Powell.
 2. Wittedrift, conducted by Mr. L. F. Nel.
9. Railway Schools, held at De Aar, 25th March, 1905.
 1. De Aar, conducted by Mrs. L. W. Cowling.
 2. Naauwpoort, conducted by Mr. R. B. Smith.
10. Cape Division (Mission Schools), held in Cape Town, 21st June, 1905.
 1. Cape Town, Frere St., Mor., conducted by Mr. E. Pfeiffer.
 2. Cape Town, Albertus St. Wes., conducted by Mr. H. J. Gordon.
11. Cape Town, Second and Third Class Public Schools, held in Cape Town, 21st June, 1905.
 1. Woodstock, St. Agnes', conducted by Mr. Wells.
 2. Woodstock, Public School, conducted by Miss M. Matheson.
12. Malmesbury, Paarl, Stellenbosch and Worcester, held in Stellenbosch, 22nd September, 1905.
 1. Riebeeck West, conducted by Mr. W. Fouché.
 2. Stellenbosch, Bloemhof, conducted by Miss Long.

The choral items prescribed for the above competitions and those selected by the choirs taking part are shown below; the numbers in the first list refer to the competitions above.

Prescribed Part Songs:—

1. "Come, Fairies, Trip it on the Grass," by Parry.
- 2 and 10. "The Fisherman's Good-Night," by Pinsuti.
3. "The Gnomes," by Alfred Moffat.
4. "Winds, Gently Whisper," by J. Whittaker.
- 5, 7 and 8. "The Rhine Raft Song," by Pinsuti.
6. "Blow, Gentle Gales," by Bishop.
9. "Home, far away," by Mendelssohn.
11. "Hark, Hark, away," by W. H. Birch.
12. "Gentle Swallows," by Roland Rogers.

Selected Part Songs:—

- "At Dawn," by H. A. J. Campbell.
 "Lift thine eyes," by Mendelssohn ("Elijah").
 "Haste thee, Nymph," by F. A. Challinor.
 "The Starry Heavens," by Pinsuti.

- "Sicily," by Pinsuti.
 "Foresters, Sound the Cheerful Horn," by Bishop.
 "At Break of Dawn," by Abot.
 "Night has passed away," by Battison Haynes.
 "Bring Me the Blossoms," by R. Schumann.
 "Softly Roam, Gentle Night," by Abt.
 "Sweet and Low," by Barnby.
 "Fair Moon is up," by G. Maclean.
 "Sleep, My Darling, Sleep," by D. W. Lewis.
 "See the Conquering Hero Comes," by Handel.
 "Roaming," by Abt.
 "Work and Play," by M. B. Foster.
 "A Lullaby," by J. L. Roeckel.
 "Awake, Æolian Lyre," by Danby.
 "Come let us be Blythe and Gay," by J. C. Grieve.
 "O Summer Morning," by G. A. Macfarren.
 "Gentle Swallows," by Roland Rogers.

I have the honour to be,

Sir,

Your obedient Servant,

ARTHUR LEE.

G.—MISS EATON'S REPORT ON THE TEACHING OF NEEDLEWORK.

[CIRCUIT.—THE EASTERN PROVINCE.]

SIR,—I have the honour to submit my report on the teaching of Needlework for the year ending 30th September, 1905.

I. *Schools and Pupils.*—Table A shows the number of schools in the Eastern Province in which Needlework is being taught, and the number of girls under instruction.

A.—SCHOOLS AND PUPILS.

	1905.	1904.	Percentage.	
			1905.	1904.
No. of Schools in Eastern Province ...	1,782	1,618	...	...
Of these, No. in which Needlework is taught	1,088	1,011	61·5	62·5
No. of Pupils enrolled in Schools in Eastern Province	96,951	90,616	...	...
Of these No. taught Needlework	32,915	32,485	34·0	35·8

The percentage of children taught Needlework in the Eastern Province shows a decrease this year, which is accounted for by the many Native Outstation schools, where there is only a male teacher or, at any rate, only one teacher, which makes it impossible to include this subject. In the White schools and the larger Mission schools visited by me during the year the numbers have increased, and it is the exception to find girls who are not taught Needlework.

II. *Schools Visited.*—During the year 211 schools have been visited; this is an increase of 24 on the previous year, when time was given to teachers' classes. It is not possible to form a comparison in the higher grade schools with work done in former years, because of the great difference resulting from the new syllabus, which, however, has not yet been entirely grasped. There is evidence of greater interest in the Needlework classes in consequence, and it promises to prove more attractive and a greater advantage in every way. In the Mission schools there is still the same great need for better organisation, the ability for which the native teacher does not possess, and therefore it is necessary, at this stage of development, that some competent person should supervise the work generally, so that waste of time and material may be avoided. The training given at Vacation Courses is having an obviously good effect.

B.—SCHOOLS VISITED.

Year.	Sp.	A 1.	A 2.	A 3.	P.F.	Poor.	B.	C 1.	C.	Total.
1904.	3	21	23	42	1	7	69	7	14	187
1905.	4	26	27	44	...	16	58	11	25	211

III. *Teachers' Qualifications.*—Table C shows that the number of certificated teachers is gradually increasing. There remains, however, scope for much progress in this matter. Teachers who have qualified for the certificate realise what a benefit it is in their class results. All those who are not specially qualified and who are responsible for the Needlework in their schools are urged to make an effort to do the necessary work that will qualify them.

C.—TEACHERS.

(Classification of Teachers giving Instruction in Needlework in Schools Examined during the Year.)

	No. of Teachers.		Percentage.	
	1905.	1904.	1905.	1904.
Teachers holding :—				
Certificate for One Course ...	31	16	7.9	4.1
Certificates for Two Courses ...	25	14	6.2	3.6
Certificates for Three Courses...	6	9	1.5	2.3
Certificates for Four Courses ...	10	23	2.5	5.9
Full Needlework Certificate ...	20	15	5.0	3.8
Other Special Qualifications in Needlework ...	2	9	0.5	2.3
Privy Council Certificate ...	29	18	7.4	4.6
Totals	123	104	31.0	26.8
Teachers not Specially Qualified to Teach Needlework ...	274	283	69.0	73.2

IV. *Nature of Instruction.*—In too few schools is the blackboard sufficiently used. Teachers should be ready to turn to the blackboard to illustrate any particular or difficult point in the lesson, instead of adopting the more usual method of showing each individual child how anything is done; by the former plan all the children benefit, whereas the latter results in confusion and loss of discipline. The new syllabus for pupil-teachers requires the drawing of certain diagrams, which are not to be merely learnt for the day of examination, but are to be of practical use ever after. It is urged that more care than has yet been given be spent in the practice of these.

V. *Training of Teachers.*—In addition to the ordinary lectures given by Miss Cogan at the Vacation Course held at Grahamstown in the winter, a special course of lectures was given by Miss Fuechsel. A large number of teachers availed themselves of the special lectures, and the benefit derived is very evident in the improved methods of demonstration in cutting out shown by teachers throughout the Circuit.

VI. *Teachers' and Pupils' Examinations.*—The following table shows the number of certificates awarded to teachers and pupils at the Departmental examinations in December, 1904. The number of teachers' certificates is exactly the same as in the previous year, while there is a falling off in the number of pupils' of the First Year, and an increase in the Second and Third Years.

D.—NEEDLEWORK CERTIFICATES AWARDED.

(Arranged according to Inspectors' Circuits.)

INSPECTOR.	TEACHERS.					PUPILS.				
	Course.					Total.	1st Year.	2nd Year.	3rd Year.	Total.
	I.	II.	III.	IV.	V.					
Bennie	5	...	...	...	...	5	36	9	5	50
Craib, J.	5	1	1	5	...	12	7	24	4	35
Ely	3	1	...	1	...	5	36	19	2	57
Hagen ... ..	...	...	...	...	...	...	1	5	2	8
Hobden ... ..	...	...	...	...	...	...	...	5	...	5
Logie	1	...	1	...	...	2	11	13	2	26
McLaren	1	2	2	...	...	5	37	33	6	76
Milne	5	2	2	3	...	12	29	23	13	65
Porter (Acting) ...	...	...	2	...	...	2	4	9	...	13
Pressly	1	...	5	2	...	8	36	15	4	55
Rein, R. ... ..	...	...	...	...	...	...	2	...	...	2
Rein, T. W.	2	...	2	...	2	6	64	35	16	115
Spurway ... ..	...	...	...	...	...	...	19	19	5	43
Tooke	1	...	...	1	...	2	3	3	1	7
Young ... ..	...	...	...	2	...	2	24	41	13	78
Totals	24	6	15	14	2	61	309	253	73	635

VII. *Equipment.*—The alternative of machine work to take the place of hand-work and tacking in Standards VI. and VII. will add somewhat to the cost of equipment. Machines should be supplied as well as a chequered blackboard of sufficient size to demonstrate the present system of cutting out.

VIII. *Public Exhibitions and Competitions.*—At Burghersdorp and Queenstown local Exhibitions of hand-work have been held, and much of the work was creditable, though in many cases faults were observed that showed an absence of correct training in the past. These exhibitions are a great help towards maintaining a high standard of hand-work. The efforts of those who are responsible for the management of these exhibitions are much appreciated.

I have the honour to be,

Sir,

Your obedient Servant,

ETHEL EATON.

H.—MISS FUECHSEL'S REPORT ON THE TEACHING OF NEEDLEWORK.

[CIRCUIT.—THE WESTERN PROVINCE.]

SIR,—I have the honour of presenting a report on the subject of Needlework as taught in the Western Province of the Colony during the year ending 30th September, 1905.

I. *Schools and Pupils.*—In the Western Province there are 1,316 schools in operation, and Needlework is professed in 836 of these, the entire number of girls receiving instruction being 24,214.

A.—SCHOOLS AND PUPILS.

	1905.	1904.	Percentage.	
			1905.	1904.
No. of Schools in Western Province ...	1,316	1,116	...	...
Of these No. in which Needlework is taught ...	836	697	63·5	62·4
No. of Pupils enrolled in Schools in Western Province ...	72,327	68,124	...	...
Of these No. taught Needlework ...	24,214	22,512	33·4	33·0

II. *Schools Visited.*—During the time under consideration 217 schools have been visited. One hundred and forty-three visits were informal and 74 regular; a report was submitted to you after each one of those regular inspections. It was the necessity of seeing that work was still being carried on properly on my return to duty and the needs of the teachers with reference to the new syllabus making weekly visits to some schools desirable that multiplied informal inspections.

B.—SCHOOLS VISITED.

Year.	Sp.	A1.	A2.	A3.	Poor.	B.	Total.
1904	1	22	32	29	9	30	123
1905	3	39	72	48	11	44	217

[G. 5—1906.]

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III. *Teachers' Qualifications.*—Table C gives an idea of the standing of the teachers in the schools visited.

C.—TEACHERS.

(Classification of Teachers giving Instruction in Needlework in the Schools examined during the Year).

	No. of Teachers.		Percentages.	
	1905.	1904.	1905.	1904.
Teachers holding :—				
Certificate for one Course	21	15	17·7	7·5
Certificates for two Courses	29	22	24·5	11·0
Certificates for three Courses	6	13	5·08	6·5
Certificates for four Courses	7	12	5·9	6·0
Full Needlework Certificate	23	11	19·4	5·5
Privy Council Certificate	24	11	20·3	5·5
Other Special Qualifications in Needlework	2	2	1·6	1·5
	112	87	51·4	43·5
Teachers not specially qualified to give instruction in Needlework	106	113	48·6	56·5

IV. *Nature of Instruction.*—This remains unchanged and may be said to include lessons to teachers in classes where it is possible to group them, specimen lessons to the various Standards where necessary, criticism of pupil-teacher work, and discussion of methods and faults with the individual teachers after inspection.

V. *The Training of Teachers.*—The Central Classes in the Training Institute, Cape Town, have proceeded through the year, latterly under the direction of Miss Helen Brooke, owing to the breakdown of Miss Cairncross. These classes have been a decided success, and from them there were 50 entries for this year's examinations, though it is to be feared all who entered did not present themselves for examination. In Kimberley a class of about 21 went through the new work of Course III. under Miss Flamsteed, with very satisfactory results. Table C above shows that many teachers have advanced one or more stages towards the full Needlework Certificate, and raises the regret that so many content themselves with acquiring just the knowledge and skill necessary to teach Standard V. In Pamphlet No. 10 are set forth the books which will prove of benefit to teachers in this subject; if these books are carefully used the knowledge and skill gained should make the acquisition of the first four courses a comparatively easy matter. That interest is not lacking is proved by the attendance at, and work done for, the Special Needlework Class held in connection with the Vacation Course during the summer holidays of 1904. It is hoped that a class on similar lines may shortly be formed for Course V., so that the teachers, about 15 in number, who are otherwise unable to obtain the necessary instruction in dress cutting and making may be helped to complete their full certificate.

VI. *Teachers' and Pupils' Examinations.*—After the yearly examination in December, 1904, 70 individual certificates were issued to the teachers of the Western Province, this number including five N. certificates, which means that five more teachers were added to the number of those who have taken all the five courses or special needlework examinations. Table D shows the number of certificates awarded to teachers and pupils.

D.—NEEDLEWORK CERTIFICATES AWARDED.
(Arranged according to Inspectors' Circuits.)

INSPECTORS.	TEACHERS.					Total.	PUPILS.			
	COURSE.						1st Year.	2nd Year.	3rd Year.	Total.
	I.	II.	III.	IV.	V.					
Bartmann ... ..	...	...	...	...	...	...	19	...	...	19
Craib, D.	9	7	...	7	2	25	36	29	...	65
Freeman	2	1	...	3	...	6	47	12	2	61
Golightly	6	2	...	4	1	13	78	48	12	138
Grant	1	...	...	...	...	1	6	4	1	11
Hofmeyr ... ..	...	...	2	...	...	2	12	5	4	21
Mitchell	2	3	...	1	1	7	13	29	11	53
Noaks ... ..	...	...	...	1	1	2	51	48	7	106
Robertson	1	1	...	1	...	3	38	14	...	52
Russell ... ..	...	...	...	2	...	2	9	...	5	14
Satchel ... ..	...	1	1	...	...	2	22	18	2	42
Theron	1	...	...	...	...	1	17	11	12	40
Watermeyer ... ..	...	...	...	1	...	1	10	5	1	16
Totals	22	15	3	20	5	65	358	223	57	638

VII. *Equipment.*—The essential apparatus for efficient teaching comprises a sectional blackboard, coloured chalks, demonstration frame, the "Paragon" piece apparatus (to be used only on hooked frame) for elementary stitches, bone knitting needles, rug wool, one packet of baby threaders, and in view of the new syllabus two or three sewing machines. Anything needed beyond these the teacher should make herself. There are still schools lacking all these necessaries, but the majority are provided with what is required with the exception of the sewing machines. I hope that every school where there are pupil-teachers and children above Standard V. will soon look upon the provision of sewing machines as something absolutely necessary.

In every new school a room perfectly fitted for Needlework should be provided for, since it is not possible to do justice to either cutting-out or machine work on the ordinary school desk. The Public School, Oudtshoorn, the Huguenot High School, Paarl, the Second class schools in Kimberley, and St. Cyprian's Mission School, Kimberley, have taken considerable trouble to have the needs of the upper classes met.

VIII. *Public Exhibitions and Competitions.*—An Exhibition was held as usual in January, the articles shown being those made by pupils, pupil-teachers and candidates for the Teachers' Courses. The Art work submitted for competition was good, though the amount was less than usual.

The fact that the Training Institute in which the Exhibition is held is only available after the departure of the Vacation Course students and before the opening of the Pupil-teacher Classes, puts it at a time when it can be of the least possible use, for the teachers attending the Course miss it and those teaching in Cape Town have not all returned from their holidays. It seems to me that the greatest advantage would be secured if the display could sometimes take place in the holiday time and sometimes during the quarter; this might be possible if a convenient place for holding the Exhibition could be found.

I have the honour to be,
Sir,

Your obedient Servant,

Cape Town, January, 1906.

H. D. FUECHSEL.

I.—MR. F. T. MORRISON'S REPORT ON MANUAL TRAINING FOR BOYS.

[CIRCUIT.—THE EASTERN PROVINCE.]

SIR,—I have the honour to submit to you my report on the subject of Manual Training for Boys for the year ending 30th September, 1905.

I. *Schools and Pupils.*—The accompanying table gives the total number of schools and pupils in my Circuit, the number of schools in which Woodwork and Applied Drawing are taught, and the number of pupils receiving instruction in these subjects. It will be noticed that there is a considerable increase in both schools and pupils the increase in schools being 13 and in pupils 507; this is a larger increase than has been recorded in any previous year. During the year one school, Tsomo (Wes.) C, discontinued work in connection with this subject. It had been the intention of the Missionary in charge to carry on an Industrial school also, both schools to be under the same instructor, but the apathy of the natives of the district and the want of their support made him reluctantly abandon the effort and the work was therefore stopped. It is gratifying to note that the numbers under instruction in the schools are maintained generally, such schools as East London Boys' High School, Graaff-Reinet Boys' High School and Grahamstown Boys' High School all showing increases. This would seem to indicate that interest in the work continues and that its value as an educational factor is appreciated. This applies also to the Native schools; the increase of pupils under instruction in Healdtown and Lovedale alone is 135.

A.—SCHOOLS AND PUPILS.

	1905.	1904.	Increase.
Number of Schools in Eastern Province	1,782	1,618	...
Number in which Woodwork is taught	62	49	13
Percentage	3·48	3·03	...
Number of Pupils enrolled in Schools in Eastern Province	96,951	90,616	...
Number of Pupils taught Woodwork	2,272	1,765	507
Percentage	2·34	1·94	...

A cursory glance at table A may be somewhat misleading, the total number of schools being so much greater than the number in which Woodwork is taught. This disproportion must always exist as the number of schools in which Woodwork may be taught is limited by many conditions that do not hamper other subjects. There is however considerable room for extension. The following supplementary table may serve to show how matters stand in this connection.

[G. 5—1906.]

TABLE SHOWING POSITION OF INSTRUCTION IN WOODWORK IN PUBLIC SCHOOLS AND NATIVE TRAINING SCHOOLS.

CLASS OF SCHOOL (excluding Girls' Schools)	Schools giving instruction.	Schools about to commence instruction.	Schools requiring new buildings.	Schools which have taken no action.	Schools with less than 35 boys on roll.	Total.
A 1... ..	17	1	2	2	1	23
A 2... ..	12	1	3	9	8	33
A 3... ..	4	1	1	19	202	227
C 1... ..	8	1	...	...	...	9
Totals...	41	4	6	30	211	292

Of all the A 1 schools only two have taken no definite steps so far to start the work, the chief reason in both instances being the want of a qualified teacher. A special room is required in both cases and provision cannot be made without building, but the managers were prepared to erect the building if they had had a teacher able to give instruction in the subject. Until such time as the teachers qualify or other assistants capable of doing the work are appointed in their places nothing further can be done. Considering the opportunities the Department affords all who wish to make a special study of the work, it is most disappointing that its extension should be so hindered.

Excluding from the A 2 and A 3 schools those in which Woodwork is taught and in which the number of boys on the roll is less than 35 there remain only 34 schools; among this number there are only 14 male teachers. It would seem, therefore, that any further extension of Manual Training is limited to this number, but further, of those 14 male teachers not more than 3 or 4 know the subject sufficiently well to teach it. In no single instance have I found school managers unwilling to undertake the erection of a special class-room where such was required, provided one of their teachers was able to teach the subject. At the present moment the school at Maraisburg has a full equipment for teaching this subject; a special room was provided by the Managers, and now the work is stopped through the want of a teacher with a knowledge of Woodwork. It will appear that schools where the number of boys is less than 35 are excluded; this is not because such schools cannot take up the work but rather because very few of them are in a position to do so. In some smaller schools the proportion of older pupils is large, and in these Woodwork could be introduced, as it has been with success in certain others. The pupils are, however, usually young, the number of older boys being too few to warrant the expense of equipment and of building a special room. For all the smaller schools, those under the charge of lady principals as well as those under the charge of male principals, a more elementary form of manual training and applied drawing could be taken up. While the girls are at Needlework the boys, instead of doing miscellaneous work could be more profitably employed in such work as I suggest. Again the need for qualified teachers presents itself, for very few lady teachers have had any experience of more advanced manual occupations than those employed in the Kindergarten department. Such elementary manual training for the lower Standards has been introduced with considerable success in a few of the Elementary schools with a view to filling up the present gap that exists between the Kindergarten and the Woodwork class. A very complete system of training, beginning with Standard II, has been adopted in East London Boys' High School. Geometrical formations find their practical application in the small articles made, and from the projection of simple plane form the pupils are gradually led to forms of three dimensions. Consequently on entering the Woodwork class they have less difficulty in using the more difficult and dangerous edge tools, and the principles that underlie the projection of plans, elevations and sections of the articles that they make or have presented to them are better understood. The result is that a higher standard is reached and the pupil is well grounded in all he undertakes. It is hoped that as more teachers qualify this elementary course of instruction will be further extended.

In my last report I suggested that the claims of this subject might well receive further encouragement in the larger Railway schools. Since then a good start has been made in the Naauwpoort Railway School; the instructor is most capable and the success of the work there is assured. The practical character of the training should prove of great value to those lads, the majority of whom will follow some form of manual calling. Besides, as so many of them will find their way ultimately into the service of the Railway Department, the slight expense entailed by the cost of the equipment and the necessary room would be repaid in the future by the services of sharper and more observant lads. There are sufficient boys under instruction in the Alicedale, Cookhouse and Cradock Railway Schools to form Woodwork classes. As Needlework is taught in all of these schools, Woodwork for boys could be taught during the absence of the girls, and no further call would need to be made upon the time of the male teacher.

The work that is being done in the Native Training and Practising schools shows much improvement in almost every case. Some of the best instructors are employed in these schools, and while the difficulties they meet are such as are seldom met with in European schools steady progress is being made. These difficulties consist chiefly in the want of mechanical aptitude on the part of the natives, the meagre ideas they have of mechanical appliances and their correct application, and their want of knowledge of the English language. But perhaps the greatest difficulty arises from the fact that school work is with a very large number of native pupils unpopular. That this is so is borne out by the bad attendance and by the reports of their instructors. From this one would naturally conclude that work is shunned because of dislike for all kinds of manual work; this is the case, but the dislike arises not so much from laziness as from the contempt natives have for such work. The school is the highway of escape from all manual labour, and one may find the most stupid pupil treating with contempt his fellows in the same institution who may be there serving an apprenticeship to a trade. Attention is drawn to this so that the necessity for the extension of manual training in connection with all these schools may be emphasised.

School Woodwork is not industrial in its aims, but its methods are sufficiently so to prove of help to the native pupils who will gain experience that may be of use to them in after life if they care to apply it. The late principal of Lovedale always laid great stress upon the need for every native being trained to recognise the value of skilled manual work, and the number of pupils under instruction there has always exceeded that of any other institution, although recent returns show that other Native schools are making rapid progress. The same records show that one school at least is doing nothing more than is necessary to earn the Government grant, the reason given being that it does not pay to give instruction to more pupils. In no Native Training school which has in connection with it a Practising school should the number under instruction in Woodwork be less than one hundred, and by an effort it might always be one hundred and twenty. In most of these schools the instructor is also trade master, and a certain amount of time must be devoted to that branch not only for the sake of the apprentices but in order to render it self-supporting; this should be a very easy matter when the grants given both to master and apprentice are taken into consideration. A good arrangement is to devote the first five hours of the day to the trade department and the last three or four to school manual instruction. If there is equipment for 24 pupils the total number under instruction could easily be that indicated, and if the numbers in the highest classes were not sufficient pupils could be drawn from Standard IV. This suggestion is based on the assumption that all the work is done by one instructor, but in a few schools the Drawing lessons are given during school hours by members of the regular teaching staff.

In Lovedale, excluding the apprentices who number 59 all of whom are being trained in scale drawing and trade principles by the same instructor, there are 196 pupils receiving instruction, and in Healdtown there are 146; the grant given towards this work in these two schools being no more than that given to another school which excluding 16 apprentices has only 19 pupils under instruction in Woodwork. In view of such figures it is clear that less is being done by some schools than the grants given warrant and much less than the needs of the native pupils demand. With the exception of what is being done at the Wesleyan Mission School at Hlobo, Woodwork is as yet only taught in those C schools that are carried on in

connection with Native Training schools or Industrial schools or where there is a European in charge. The work at Hlobo is still in the experimental stage, but I am hopeful that with further experience the instructor will be able to show better results. The interest the village headman takes in the work is most helpful and the good attendance at these classes is in a large measure due to his influence.

SCHOOLS GIVING INSTRUCTION IN WOODWORK.

	Division.	Name of School.	Class.	No. of Pupils.	
				1905	1904
1	Albany ...	Grahamstown Boys' High School ...	A1	82	60
2	Do. ...	do. Kafir Institution (E.C.)	C	28	27
3	Albert ...	Burghersdorp ...	A1	23	20
4	Do. ...	do. ...	A3	2	4
5	Do. ...	do. (Railway) ...	A3	3	6
6	Aliwal North ...	Aliwal North ...	A1	54	47
7	Do. ...	Lady Grey ...	A2	30	25
8	Do. ...	do. (Prim. M.) ...	B	8	15
9	Cathcart ...	Cathcart ...	A1	29	31
10	Colesberg ...	Colesberg ...	A1	15	...
11	Do. ...	Naauwpoort (Railway) ...	A2	21	...
12	Cradock ...	Cradock Boys' High School ...	A1	60	66
13	East London ...	East London Boys' High School ...	A1	112	69
14	Do. ...	do. West ...	A1	16	...
15	Do. ...	do. College Street ...	A2	17	...
16	Do. ...	Cambridge ...	A2	29	...
17	Fort Beaufort ...	Adelaide ...	A1	32	...
18	Do. ...	Healdtown Native Training Sch. (Wes.)	C1	54	67
19	Do. ...	do. Practising School (do.)	C	92	...
20	Graaff-Reinet ...	Graaff-Reinet Boys' High Sch. ...	A1	102	87
21	Do. ...	New Bethesda ...	A2	22	21
22	Hanover ...	Hanover ...	A2	21	16
23	Herschel ...	Bensonvale Native Training School (Wes.)	C1	45	41
24	Do. ...	do. Practising School (do.)	C	29	6
25	King Wms. Town	K.W.T. Boys' High School ...	A1	88	106
26	Do. ...	do. Cambridge Rd. ...	A2	17	20
27	Do. ...	do. Queen Street ...	A2	16	16
28	Do. ...	St. Matthew's Native Training Sch. (E.C.)	C1	19	31
29	Do. ...	do. Practising School (do.)	C	16	14
30	Molteno... ..	Molteno... ..	A2	24	14
31	Port Elizabeth...	Port Elizabeth Boys' High School ...	A1	92	94
32	Do. ...	do. South End ...	A2	12	12
33	Do. ...	do. St. Augustine's. (R.C.)	A3	29	36
34	Do. ...	do. St. Paul's (E.C.)	A3	12	1
35	Queenstown ...	Queenstown Boys' ...	A1	52	78
36	Do. ...	Sterkstroom ...	A2	23	...
37	Somerset East ...	Somerset East Boys' High Sch. ...	A1	96	...
38	Steynsburg ...	Steynsburg ...	A2	12	...
39	Uitenhage ...	Uitenhage Boys' Industrial ...	Sp.	14	12
40	Do. ...	do. Boys' High School ...	A1	64	64
41	Victoria East ...	Lovedale Native Training Sch. (U.F.C.)	C1	62	64
42	Do. ...	do. Elementary ... (do.)	C	134	91
43	Do. ...	do. Boys' Industrial ... (do.)	C	59	47
44	Wodehouse ...	Dordrecht ...	A1	12	26
45	Butterworth ...	Butterworth High School ...	A1	20	25
46	Do. ...	do. Boys' Industrial ... (Wes.)	C	21	20
47	Engcobo ...	Clarkebury Native Training School ... (do.)	C1	79	60
48	Do. ...	do. Practising School ... (do.)	C	30	30
49	Do. ...	do. Boys' Industrial ... (do.)	C	20	21
50	Do. ...	All Saints' Native Training School ... (E.C.)	C1	6	5

	Division.	Name of School.	Class.	No. of Pupils.	
				1905	1904
51	Engcobo ...	All Saints' Practising School (E.C.)	C	18	15
52	Mount Frere ...	Osborn ... (Wes.)	C	45	...
53	Do. ...	do. Boys' Industrial ... (do.)	C	17	...
54	Matatie'e ...	Matatiele ...	A2	19	...
55	Nqamakwe ...	Blythswood Native Training School... (U.F.C.)	C1	52	63
56	Do. ...	do. Practising School (do.)	C	30	45
57	Do. ...	do. Boys' Industrial (do.)	C	26	24
58	Do. ...	Hlobo ... (Wes.)	C	30	19
59	Tsolo ...	Ncolosi St. Cuthbert's... (E.C.)	C	30	19
60	Umtata ...	Umtata Native Training School (do.)	C1	24	25
61	Do. ...	do. Practising School ... (do.)	C	18	35
62	Do. ...	do. Boys' Industrial ... (do.)	C	17	...
Totals ...				2272	1765

II. *Schools Visited.*—The number of schools visited is less than last year owing to my having been on leave. During the last quarter of 1904 I conducted in Grahamstown classes for teachers in Manual Training for the lower Standards. These classes were held twice a week. During the First Quarter of 1905 Woodwork classes were conducted in East London on Fridays and Saturdays. The attendance at both these centres was good and satisfactory progress was made. Thanks are due to the managers of the Grahamstown and East London Boys' High Schools for the use of class-rooms and equipment. Owing to these classes my visits were chiefly confined to places within convenient distance from the centres in which they were held. While in East London I was able to give some little assistance in starting pupils' classes in College Street A 2 School and also in East London West A 1. A number of visits were paid to school managers throughout my Circuit with a view to explaining the work and its aims. During the Second Quarter of the year the schools in the Native Territories were visited when the Trappist School at Lourdes was seen for the first time. In this school the time devoted to industrial training exceeds that given to the regular school subjects. The work done in the various departments of industry is generally of a high class but the permanent results of the training are to a large extent marred by the lack of oral instruction which is due to the enforced silence of the instructors. The long distances that must be travelled in the Territories takes up much time but the visits are generally productive of good results. Woodwork is now established in Second Class school at Matatiele, but at the larger school in Kokstad the matter is still under consideration, nothing having been done since my last visit. The subject has also been begun at Osborn (Wes.) C, and good work is being done at St. Cuthbert's (E.C.) C, Tsolo. These schools are the furthest removed from my centre, consequently are visited least often. Much of the progress in such places must depend on the School Inspectors; their frequent visits, their interest in the subject, and an occasional inspection of the Woodwork class all tend to maintain the interest. I have to acknowledge gratefully much help given by all the Inspectors in my Circuit in all matters which tend to the extension and progress of this branch of instruction.

B.—SCHOOLS VISITED.

Year.	Sp.	A 1.	A 2.	A 3.	E.	Poor.	B.	C 1.	C.	Total.
1904 ...	2	20	19	16	2	...	2	5	8	74
1904-5...	1	18	11	15	2	1	2	6	10	66

III. *Teachers' Qualifications.*—The improvement under this head still continues. There are now 35 fully qualified teachers in my Circuit as compared with 20 last year. Those who have passed in Branch I.—Practical Woodwork and Applied Drawing—number 11 as compared with 8 last year. Of those who are stated to have other qualifications one has the London City and Guilds' Certificate, one has passed in Branch II. and another holds the Third Year Pupil Teachers' Certificate. All those who hold no certificate are by no means without experience; with several it is only a question of sitting for the examination and these it is trusted will see their way to qualify this year; in the case of some it may be necessary to insist upon it. The Special Vacation Courses in Manual Training afford good opportunities to those who are anxious to gain further training and to those Courses much of the present improvement is to be attributed. It would be well, however, if more teachers were to attend. The need for qualified teachers to take up the work in new schools is a very pressing one, there being so few in addition to those who are actually at work in my Circuit who are able to teach the subject.

C.—TEACHERS.

(Classification of Teachers giving Instruction in Woodwork in Schools Examined during the Year.)

	No. of Teachers.		Percentage.	
	1905.	1904.	1905.	1904.
Teachers holding—				
Special Woodwork Certificate: Branch I. ...	11	8	19.0	11.1
Special Woodwork Certificate: Full Certificate ...	35	20	60.3	44.4
Other special qualifications in Woodwork ...	3	4	5.2	8.8
Totals	49	32	84.5	71.1
Teachers giving instruction in Woodwork, but with no special qualification	9	13	15.5	28.8

IV. *Nature of Instruction.*—Much that I said in my last report might bear repetition by way of explaining the nature and aims of this subject. Its extension in the past shows that these are better understood now than formerly, but school woodwork still means to a large number nothing more than trade carpentry and its utilitarian value from the standpoint of industry its only recommendation. The subject as at present taught may be divided into three branches, practical wood-working, applied scale drawing and theory. The pupil is taught how to use woodwork tools in the production of simple articles and in fashioning those joints which are commonly used in the constructive arts. The construction of the tools, appliances and materials used are explained, also the methods of production and the manufacturing processes employed as well as the character of the woods in common use. The growth of timber, the nature of its growth, the various countries in which each kind is chiefly grown and its preparation for the market are explained. All articles to be made must first be drawn to scale, the completed article being shown in plan, elevation and section as may be required, each being a true orthographic projection, embodying the principles and practice in use by all architects and engineers, and demanding within its limited scope the same accuracy of dimensions. The pupil must be able to conceive a third view from any two given. The chief aim throughout is not only to develop manual power and to train the eye, but to emphasise the close relationship which exists between the abstract training of the regular school-room and the practical requirements of life. The free use of the foot-rule

and the application of angles and curves does more to explain the relative proportion of standard measurements and geometrical definitions than any amount of abstract principles and explanations. This in short indicates the nature and aims of this subject. Such a training touches more points in the practical requirements of life than does any other school subject, and it does it more effectively because it is carried on conjointly with the other subjects taught in the school. On account of the close relationship that exists between this work and the other work of the school the best results are obtained when woodwork is taught by one of the regular staff or by one who, having a special aptitude for teaching has made a special study of the work. The fact that an instructor has had experience as a carpenter is not always an advantage. In some schools there is still room for greater neatness in the general arrangement of the equipment and materials; a neatly kept work-room serves as a splendid object lesson in method. In a few instances the teacher's drawings as prepared on the blackboard for the pupils were very carelessly drawn, thus neglecting two of the chief points in the instruction namely care and accuracy. Now that woodwork is becoming more firmly established and its benefits recognised, the Principals of several High school have introduced or are about to introduce the more elementary form of manual training and applied drawing referred to for the Standards below those in which Woodwork is usually taught. This should have a most beneficial effect upon the subject as a whole. Regarding the work done in the Native schools, it might be better at this stage of their development to choose articles for construction that, while serving the same educational end as those suggested by the Department, might embody joints, of which practical use could be made. The instructors might also give more detailed explanation regarding the practical application of principles than would be necessary in European schools.

V. *Training of Teachers.*—In another part of this report I referred to classes held for teachers in Grahamstown and East London. Besides these a very interesting class was held at the Vacation Course during the June holidays, there being 17 in attendance at the special Woodwork class, besides those belonging to the general course who attended one hour each day for instruction. Special classes for teachers have now been held at three centres, Port Elizabeth, Grahamstown and East London but in no other towns in my Circuit is the number of teachers sufficient to warrant my spending the time that such classes demand. It is proposed that classes for Cardboard Modelling and Applied Drawing be started at Grahamstown next year, but no definite date has been fixed as I wish to devote considerable time to the up-country schools this next year. Regarding the number of pupils under instruction for the Teacher's Woodwork examination, there are only a few schools where pupils are prepared, and as the time they have at their disposal for the study of the subject is rather limited considering the work that must be done, the number who pass is not large. Graaff-Reinet and Kingwilliamstown Boys' High Schools have always presented boys for this examination. The instructors of these schools seem to impart much of their own enthusiasm to their pupils and are able to maintain their interest throughout. Some Native Training schools have a few under instruction for the Teacher's examination and it is gratifying to notice that the number of those under instruction is increasing, for experience has proved that the knowledge that is sufficient to gain a Third Year Woodwork Certificate is not sufficient for an instructor.

VI. *Teachers' and Pupils' Examinations.*—The number of certificates gained as shown in the table would have been somewhat larger had those been included which were gained at the last Vacation Course for Teachers. The increase in the number of pupils' certificates is, as compared with last year, 137; this is less than the increased total number of pupils would at first lead one to expect. Still, as many of the pupils were only under instruction for a short period there is an excuse for the proportionately small increase. In connection with the examination work of the First Year pupils no preliminary work is now required. As considerable time was occupied in the preparation of this preliminary work at a period when the pupil's knowledge was so very meagre and when time was so valuable for more detailed instruction, it is hoped that marked improvement will be shown in the general work in view of the fact that greater time will now be at the disposal of the pupils for such instruction.

D.—DISTRIBUTION OF CERTIFICATES AWARDED.

(Arranged according to Inspectors' Circuits.)

INSPECTOR.	TEACHERS.			PUPILS.			
	Branch I.	Branch II.	Total.	First Year.	Second Year.	Third Year.	Total.
Bennie ...	...	...	...	39	12	4	55
Craib, J. ...	...	...	...	41	42	10	93
Ely ...	...	...	...	41	23	10	74
Hagen ...	...	...	...	...	4	...	4
Logie ...	...	...	...	35	...	...	35
McLaren ...	...	...	...	30	11	5	46
Milne ...	...	...	...	67	17	...	84
Porter (acting)...	2	3	5	8	6	5	19
Pressly ...	...	...	...	32	29	9	70
Rein, T. W. ...	3	5	8	39	28	28	95
Spurway ...	...	...	...	20	9	1	30
Tooke ...	...	...	...	1	3	2	6
Young ...	...	...	...	46	...	...	46
Totals ...	5	8	13	399	184	74	657

VII. *Class-rooms and Equipment.*—There are still a few very unsatisfactory class-rooms. The worst are sheet-iron buildings, low roofed and unlined with either wood or brick. The heat in these is so great that at times pupils have to leave suffering from heat headache and during one of my visits to such a school I had to discontinue the work on account of the excessive heat. Such a state of affairs is bad alike for pupils and instructors, though it is only right to state that such class-rooms are gradually disappearing and giving way to rooms more in keeping with the other class-rooms of the school. The improvement in equipment still continues. In only one instance did I find blunt and badly-kept tools and a general want of care exercised over the appliances. The rooms are usually tidy and neat. The blackboards in some schools are not very suitable, their construction rendering it difficult to make use of T or set squares. Better means for storing the wood in stock might be provided, either by corner racks or roof hangers; a separate cupboard for holding finished models might be provided, besides one for holding extra tools and work in course of construction. Quite a number of schools still require wall-diagrams illustrative of tools and trees and a map of the world should be found in every class-room. Without going to the expense of procuring a complete set of timber specimens, a very useful collection can generally be formed with the help of the local cabinet-maker. Specimens of the leaves of timber trees grown in the locality can be provided by the scholars, and suitably mounted on white cardboard. Much depends upon the time and interest the instructors are able to give to this. In some schools the display of specimens is very interesting as well as instructive, while the cost to the school in securing them was practically nothing.

VIII. *Public Exhibitions and Competitions.*—The annual Exhibition held in Cape Town was the only one held this year in connection with the Department. The Burghersdorp Industrial Association held an exhibition and offered a prize for the best woodwork model made by a schoolboy. Certain of the schools in the district competed, and having been asked to adjudicate, I found the work of sufficient merit to warrant me in asking the Department to give a prize to the pupil who sends in the best work at the next exhibition, in the hope that this will stimulate the pupils to further effort, and at the same time bring the subject of Woodwork more prominently to the notice of the parents. The Department has kindly consented to do so. Regarding the exhibition that has for so many years been held in Cape

Town, quite a number of teachers have suggested that it might be held in an Eastern Province centre. I feel certain that such a change would be valued by very many. This might be arranged by having all the work sent direct, say to East London, where it would be examined, exhibited and then returned direct to the schools from which it came. The Art exhibits could be sent round by steamer and would run very little risk of damage in transit.

In conclusion I wish to mention the hearty way my efforts for the advancement of this work have been supported by the teachers with whom I have had dealings, and the readiness they show to carry out suggested improvements whenever possible; my relations with all have been most agreeable.

I have the honour to be,

Sir,

Your obedient Servant,

F. T. MORRISON.

J.—MR. C. S. YOUNG'S REPORT ON MANUAL TRAINING FOR BOYS.

[CIRCUIT.—THE WESTERN PROVINCE.]

SIR,—I have the honour to submit to you the following general report on the state and progress of Manual Training for Boys in the Western Province of the Colony during the year ending 30th September, 1905.

I. *Schools and Pupils.*—The number of schools in the Western Province giving instruction in Woodwork and the related Drawing during the year under review was 49, or 3·72 per cent. The corresponding number for 1904 was 39 so that there is an increase of 10 schools. The number of pupils receiving instruction in this subject at the time of inspection was 2,320, being an increase of 189 pupils on last year, when the number was 2,131. The total this year corresponds to a percentage of 3·22 of the total number of pupils enrolled.

Table A gives the number of schools in the Western Province; the number of these schools in which pupils receive manual training, the total number of pupils in attendance, and the number of these pupils receiving manual instruction; comparison in both cases is made with the corresponding figures for 1904.

A.—SCHOOLS AND PUPILS.

	1905.	1904.	Increase.
Number of Schools in Western Province	1,316	1,116	...
Number in which Woodwork is taught	49	39	10
Percentage	3·72	3·49	...
Number of Pupils enrolled in Schools in Western Province	72,327	68,124	...
Number of Pupils taught Woodwork	2,320	2,131	189
Percentage	3·22	3·12	...

It is gratifying to note that there was a similar increase of schools and pupils in the same area during the previous statistical year, which shows steady growth for the past two years at least. The increase consists of 1 First Class, 2 Second Class and 7 Third Class schools, 5 being situated in the Cape Suburbs and District, 1 in Cape Town, 3 in Kimberley and 1 in Oudtshoorn. Taking the First and Second Class schools for boys, it is somewhat surprising to find at the end of the year under review that only 36·78 per cent. have made provision for teaching Woodwork, although the subject has been recognised by the Department for the past twelve years as part of the School Course for boys in the Fourth and upper Standards. Of the 30 First Class schools in the Western Province, not including those for girls, only 19 or 63·3 per cent. were giving instruction, while only 13 or 22·80 per cent. of the 57 Second Class schools were giving instruction during 1905. It should be stated, however, that four or five of the 11 First Class schools in which Woodwork is not included in the curriculum will be in a position to teach the subject some time during the ensuing year. Unfortunately, however, a large number of the best Second Class schools have as yet made no provision for the teaching of Woodwork; in some cases this may be due to ignorance of what the subject means and in others to the absence

of ways and means, although this can hardly be regarded as a serious obstacle, in view of the grant in aid which is offered by the Department. Details are given in the subjoined table, which shows a list of schools giving instruction and the enrolment at the time of inspection during the year, together with the corresponding figures for 1904.

SCHOOLS GIVING INSTRUCTION IN WOODWORK.

No.	Division.	SCHOOLS.	Class.	No. of Pupils.	
				1905.	1904.
1	Beaufort West	Beaufort West Boys' ...	A 1	75	59
2	Cape Town ...	Cape Town Normal Coll. Tr. School	Sp	40	17
3	Do. ...	do. do. Boys' High Sch.	A 1	153	155
4	Do. ...	do. S. A. Coll. do.	A 1	184	181
5	Do. ...	do. do. Preparatory ...	A 1	48	50
6	Do. ...	Green and Sea Point Boys' High Sch.	A 1	63	80
7	Do. ...	Cape Town Dock District ...	A 2	15	17
8	Do. ...	do. East End ...	A 2	10	9
9	Do. ...	do. Hopemill... ...	A 2	16	18
10	Do. ...	do. West End ...	A 2	24	22
11	Do. ...	do. William Frederick ...	A 2	14	12
12	Do. ...	do. Pepper Street ...	A 3	17	18
13	Do. ...	do. St. Aloysius' R.C. ...	A 3	14	...
14	Do. ...	do. St. Michael's ...	A 3	21	25
15	Do. ...	do. Trinity (Eng. Ch.) ...	A 3	63	21
16	Do. ...	Zonnebloem ...	D	82	79
17	Cape Suburbs...	Rondebosch Boys' High School ...	A 1	64	54
18	Do. ...	Simonstown High School ...	A 1	20	14
19	Do. ...	Wynberg Boys' High School ...	A 1	81	71
20	Do. ...	Claremont ...	A 2	34	56
21	Do. ...	Maitland ...	A 2	13	...
22	Do. ...	Muizenberg ...	A 2	16	...
23	Do. ...	Woodstock ...	A 2	42	24
24	Do. ...	do. D.R.C. ...	A 3	16	...
25	Do. ...	do. Eng. Church ...	A 3	16	...
26	Do. ...	Salt River, Railway ...	A 3	21	...
27	Ceres ...	Ceres ...	A 1	39	29
28	Kimberley ...	Kimberley Boys' High School ...	A 1	248	248
29	Do. ...	do. New Main Street ...	A 2	46	49
30	Do. ...	do. Newton ...	A 3	9	...
31	Do. ...	do. Transvaal Road ...	A 3	8	...
32	Do. ...	do. West End... ...	A 3	8	...
33	Do. ...	do. Stockdale Street ...	Poor	25	46
34	Knysna ...	Pisang River ...	Poor	5	6
35	Mossel Bay ...	Mossel Bay Boys' ...	A 1	32	34
36	Oudtshoorn ...	Oudtshoorn Boys' ...	A 1	55	...
37	Paarl ...	Wellington Training College ...	Sp.	7	12
38	Do. ...	do. Boys' High School ...	A 1	125	129
39	Do. ...	French Hoek do. ...	A 1	67	102
40	Do. ...	Paarl Boys' High School ...	A 1	51	48
41	Do. ...	Lower Paarl Boys' High School ...	A 1	65	86
42	Do. ...	North Paarl ...	A 2	42	48
43	Do. ...	Blauwvallei ...	A 2	32	39
44	Do. ...	Klein Drakenstein ...	A 2	25	24
45	Richmond ...	Richmond ...	A 1	31	34
46	Stellenbosch ...	Stellenbosch Industrial Home ...	Sp.	33	22
47	Do. ...	do. Boys' High School ...	A 1	106	109
48	Worcester ...	Worcester Deaf and Dumb ...	Sp.	17	17
49	Do. ...	do. Boys' High School ...	A 1	82	67
Totals ...				2,320	2,131

This table shows that 8 of the 10 schools added to the list during the year are situated in the Cape and Kimberley Divisions, and no less than 7 of these have taken advantage of the Central Classes organised in the Cape Suburbs and in Kimberley. Attention was drawn in the previous report to the success of the Central Class system organised by the Department in Cape Town, and also by the School Board of Kimberley, and it is gratifying to be able to report that a third class was organised by the Department at Woodstock, and has been in operation during the whole of the year under review. Woodwork is thus provided for two Second Class and three Third Class schools in the district. Manual instruction is given at this centre by a Special Instructor to over 100 pupils drafted from these schools, all of which have been unable to make provision for the subject. This scheme by which schools are enabled to give the most efficient instruction at the minimum cost might be followed with advantage in other populous districts or towns, where several schools could co-operate with a view to the formation of Central Classes under a Special Instructor.

Cardboard Modelling with its Conjunctive Drawing for boys in Standards II. and III. shows some progress in both growth and general efficiency during the past year. The Boys' First Class School, Mossel Bay, has dropped out of the list of schools, but the loss has been more than counterbalanced by the addition of the Boys' High School, Sea Point, where classes have been established on a proper footing during the Second Quarter of the year. The following table is added to show the number of schools in which this subject was systematically taught, together with the enrolment for the Third Quarter, and also that of the preceding year for the sake of comparison :

SCHOOLS IN WHICH CARDBOARD MODELLING IS TAUGHT.

Division.	School.	Class.	Number of Pupils.		Increase.
			1905.	1904.	
Cape Suburbs	Wynberg Boys' High School	A 1	62	56	6
Cape Town ...	S.A. College Preparatory ...	A 1	50	54	-4
Do. ...	Green & Sea Point Boys' H.S.	A 1	48	...	48
Mossel Bay ...	Mossel Bay Boys' ...	A 1	...	26	-26
Paarl ...	Wellington Boys' High Sch.	A 1	25	26	-1
Totals ...			185	162	23

II. *Schools Visited.*—All the schools in the Western Province in which Woodwork is taught were inspected at least once during the year. There were also completed 107 informal visits, the majority of which were made to schools in different parts of my Circuit, with the object of assisting School Managers and teachers in starting new classes. I was able to devote more time to visits of this nature during the past year, and consequently the number of informal inspections, and also visits for the purpose of giving lessons, and otherwise assisting backward schools, is greatly in excess of that for the preceding year.

The next table gives the number and class of schools visited during the year, and also the corresponding figures for 1904.

B.—SCHOOLS VISITED.

Year.	Sp.	A 1.	A 2.	A 3.	D.	Poor.	Total.
1904 ...	5	8	11	7	...	...	31
1904-5 ...	13	64	56	17	2	4	156

In conducting Teachers' Classes at two Centres in the Western Province during the Third and Fourth Quarters of the statistical year it was necessary to visit each Centre once a week, making 40 visits which should be added to the total number shown in the above table, which would thus amount to 196 for the year.

[G. 5—1906.]

III. *Teachers' Qualifications.*—In the 49 schools which were inspected during the year 28 teachers were employed at the time of inspection; their qualifications are given in the following table.

C.—TEACHERS.

(Classification of Teachers giving Instruction in Woodwork in the Schools Examined during the Year.)

	Number of Teachers.		Percentage.	
	1905.	1904.	1905.	1904.
Teachers holding Special W. W. Certificate ...	18	17	64.28	62.96
Other special qualifications in Woodwork ...	5	5	17.85	18.52
Totals ...	23	22	82.14	81.48
Teachers giving instruction in Woodwork with no special qualification ...	5	5	17.85	18.52
Totals ...	28	27	...	...

The most striking feature in the above table is the high percentage of teachers holding the Special Woodwork Certificate, but taking the number of schools in which certificated instructors are employed, we find the percentage to be 82.14, which is more gratifying, and should stimulate the remaining five uncertificated teachers to embrace the first opportunity for qualifying that presents itself. Vacancies are frequently filled by young teachers fully certificated but with little or no experience in teaching classes in Woodwork; their pupils consequently fail to reach the general level of efficiency. The Special Vacation Courses of Training for Teachers in Manual Instruction afford ample opportunity for such men to fit themselves more fully for giving the instruction, and they would be well advised to make early application for admission with a view of making a special study of the subject, for after all success depends mainly on the teacher. It is not unusual to find a competent teacher produce good results with backward pupils and poor equipment, but it is seldom that the weak teacher can procure satisfactory results even with the best material and equipment.

IV. *Nature of Instruction.*—I have had ample opportunity during the past year of observing the quality and methods of instruction, and taking the results as a whole there is evidence of greater efficiency in all branches of the subject, but there are still some teachers in charge of classes who fail to recognise the primary aims of Educational Handwork, and I would again impress upon these teachers the important fact that they are dealing with a subject which develops neatness, accuracy, thoroughness and adaptability. The nature of the pupils' work can generally be judged by the quality of the teacher's own work on the blackboard, which often presents a careless and untidy appearance. It is true blackboard space is often scanty, but sometimes what there is is left unused instead of showing drawings prepared with that care which the pupils should imitate. Special attention is drawn to a matter which affects both the equipment and the efficiency of the instruction in some schools; I refer to the practice on the part of some teachers of neglecting the tools and appliances and allowing them to become damaged almost beyond repair prior to leaving their appointment in the school. It is very seldom that one meets with cases of this kind, although one or two instances have occurred during the past year. Practical woodworking shows the best results on the whole although some schools excel in the related Drawing, but equal efficiency in theory is seldom met with even in the case of the most advanced pupils excepting in the examination papers for the Teachers' Special Certificate; in some of these papers theory is much in advance of any other branch of the subject.

The following schools deserve special mention for general efficiency:—Wynberg Boys' High School, Stellenbosch Boys' High School, South African College High School, Cape Town Normal College, Rondebosch Boys' High School, and French

Hoek High School. Wellington Boys' High School will bear comparison with any of the aforementioned schools for Woodwork, but the results in Applied Drawing and Theory were distinctly poor at the time of the inspection. Some of the backward schools are making good progress, and altogether the work is more uniform in general attainments.

V. *Training of Teachers.*—The work under this head has not been neglected during the past year as shown by the details given in the subjoined table relative to the training of teachers during the year under review.

CLASSES AND VACATION COURSES OF TRAINING FOR TEACHERS.

Course of Training.	1905.	1904.	No. on Roll, 1905.	No. on Roll, 1904.
Capetown Central Class ...	July to Dec. ...	July to Dec. ...	24	12
Do. Vacation Course	Summer Vacation	Summer Vacation	29	32
Do. Special Course...	Do. do.	Do. do.	12	18
Paarl Central Class ...	July to Dec. ...	July to Dec. ...	10	8
Totals ...	...	...	75	70

The above table shows a further increase in the number of teachers attending classes and also Vacation Courses of training in Woodwork, Cardboard Modelling and their applied Drawing. The Special Vacation Course offers the best means of obtaining anything like a good grasp of the subject, provided teachers come prepared to make a special study of it. The Central Classes where they can make one or more attendances weekly are the next best method for training. Private study is not to be recommended unless under a capable teacher. The supply of teachers holding the Special Certificate is almost equal to the demand, but there is still a real difficulty in procuring trained teachers thoroughly competent to teach this subject successfully. There is a remarkable increase in the number of male pupil-teachers attending some of the Training Schools in the Western Province, and as there are ample facilities at these Centres for training in Woodwork, there should be no lack of teachers with the necessary qualifications for giving manual instruction.

VI. *Teachers' and Pupils' Examinations.*—The results of these examinations taken as a whole give abundant evidence of steady progress both in the nature and quality of the work sent in. The next table gives the main facts regarding the distribution of certificates awarded, which are arranged according to Inspectors' Circuits, comparison being made with the corresponding figures for the previous year.

D.—DISTRIBUTION OF CERTIFICATES AWARDED.

(Arranged according to Inspectors' Circuit.)

INSPECTOR.	TEACHERS.			PUPILS.			Total.
	Branch I.	Branch II.	Total.	First Year.	Second Year.	Third Year.	
Craib, D. ...	3	4	7	172	58	29	259
Golightly ...	1	2	3	96	97	37	230
Noaks ...	4	...	4	34	52	21	107
Robertson ...	...	...	...	23	20	25	68
Satchel ...	...	...	...	46	27	2	75
Theron ...	4	3	7	32	17	8	57
Totals, 1905	12	9	21	403	271	122	796
Do. 1904	23	14	37	370	210	90	670

The above table shows an increase of 126 certificates granted, corresponding to a percentage of 18.8 on the previous year. It should be pointed out that reports, pass lists and summaries have already appeared in the *Education Gazette*, so that further comment under this head is unnecessary here.

VII. *Class-rooms and Equipment*.—Suitable class-room accommodation has during the year been provided for manual training at Woodstock for the Pupils' Central Classes, and also at Oudtshoorn Boys' School, while there is pressing need for more suitable accommodation at the Stellenbosch Boys' High School, Beaufort West Boys' Public School, Richmond Public School, Ceres Public School and Muizenberg Public School. The new class-rooms at Woodstock and Oudtshoorn have been furnished with the most approved fittings and appliances for the work; the obsolete work-benches and other appliances should be replaced by an approved type at the following schools:—Wellington Boys' High School, Mossel Bay Boys', Ceres, Claremont and Dock District Public Schools. The untidy condition of some class-rooms is a matter for regret, especially in the case of those schools employing a caretaker. The absence of wall diagrams and specimens of pupils' finished work indicate a want of interest and initiative qualities essential to the success of the subject. Proper blackboards would be a valuable acquisition to the outfit of several class-rooms inspected during the year, provided they are used for the purpose of showing neat and carefully prepared drawings and other matter connected with class instruction. Satisfactory results are next to impossible in the absence of well-trimmed edge tools, and evidence is not wanting to show this is frequently a serious defect. These shortcomings and defects, however, are not the rule as may be observed from the many well-equipped class-rooms always kept in a clean and tidy condition. The classes in Cardboard Modelling and the related Drawing all are provided with suitable appliances and materials, which are generally kept in very fair condition. It may be pointed out that equipment of this nature may now be procured in Cape Town, so that there will be less delay occasioned in ordering a fresh supply of materials, or new equipment in the case of schools starting the subject for the first time.

VIII. *Public Exhibitions and Competitions*.—The Annual Exhibition of Boys' Handiwork executed by teachers and pupils for the December examinations in Woodwork and the Applied Drawing was opened by the Hon. Colonel Crewe in the Training Institute, Cape Town, on the 26th January, 1905, and remained open for the two following days. The exhibits were displayed in two rooms which were specially prepared for the purpose. The special feature of the Exhibition was the work sent in by pupils of the Stellenbosch Boys' High School and the King William's Town Boys' High School; the articles from the former school excelled in the variety of design accurately worked out to scale drawings prepared by the candidates themselves, while the latter deserved high commendation for the models of articles considered more utilitarian in character and probably more correct in technical finish. The teachers' work was much admired for range of design and general finish, while specimens of Cardboard Modelling showing a suitable form of educational handwork for boys in Standards II. and III. attracted considerable attention. Altogether the Exhibition was considered an advance on any held in previous years. The decrease of visitors, however, was a regrettable feature of the Exhibition, and would suggest that for at least two consecutive years the work might be despatched to a convenient centre in the Eastern Province and there examined and exhibited in order that the people in that part of the Colony may have an opportunity of seeing what is being done in this branch of education.

Considered as a whole, the progress made during the year under review is distinctly encouraging, and shows increased efficiency in all matters connected with the teaching of this subject.

I have the honour to be,

Sir,

Your obedient Servant,

C. S. YOUNG.

Cape Town, January, 1906.

HIGH SCHOOLS.

The following statistical facts are put on record as showing the position in regard to High Schools at the end of the fourth quarter of 1905. They deal with the classification of the pupils, the professional and academic qualifications of the teachers, and the accommodation for teaching science.

The High Schools in the Eastern and Western Provinces were inspected during the latter half of the third quarter and the whole of the fourth quarter. The inspection was conducted in almost every case through the agency of three inspectors, of whom one was the circuit inspector. The pupils were examined individually both orally and by means of written papers.

The schools were divided into four groups. The following are the details of the arrangements that were made for inspection:—

Group I.—Western Province.

Inspectors: D. Craib, M.A., E. Noaks, M.A., and G. P. Theron, B.A., 1-11.
D. Craib, M.A., G. P. Theron, B.A., and Circuit Inspector, 12-15.

- High Schools: 1. Rondebosch Boys'.
2. do. Girls'.
3. Simonstown (S.)
4. Wynberg Boys'.
5. do. Girls'.
6. Good Hope Seminary.
7. Normal College Boys'.
8. South African College Boys'.
9. Green and Sea Point Boys'.
10. Stellenbosch Boys'.
11. do. Girls'.
12. George Boys'.
13. Robertson (S.).
14. Worcester Boys'.
15. do. Girls'.

Group II.—Western Province.

Inspectors: O. J. S. Satchel, M.A., T. S. Golightly, B.A., and C. E. Z. Watermeyer, B.A., LL.B., 1-6.

O. J. S. Satchel, M.A., and C. E. Z. Watermeyer, B.A., LL.B., 7 and 8.

- High Schools: 1. Lower Paarl Boys' (Gymnasium).
2. do. Girls' (Huguenot).
3. Paarl Boys'.
4. French Hoek.
5. Wellington Boys'.
6. do. Girls'.
7. Kimberley Boys'.
8. do. Girls'.

Group I.—Eastern Province.

Inspectors: W. Milne, M.A., B.Sc., G. Hagen, B.A., and W. G. Bennie, B.A., 1-8.
W. Milne, M.A., B.Sc., G. Hagen, B.A., and J. Mitchell, 9-10.

- High Schools: 1. Grahamstown Boys'.
†2. do. Kingswood College.
†3. do. Wesleyan High School for Girls.
†4. do. Diocesan School for Girls.
5. Port Elizabeth Boys'.
6. do. Girls' (S.).
7. Uitenhage Boys'.
8. do. Girls'.
*9. Oudtshoorn Boys'.
*10. do. Girls'.

†Unaided Schools.

*Ordinary/First Class Schools inspected on High School lines.

Group II.—Eastern Province.

Inspectors J. Young, M.A., B.Sc., and A. B. Bartmann, M.A., in all cases except No. 3 with Circuit Inspector; No. 3 was inspected by J. Young, M.A., B.Sc. (Circuit Inspector), A. B. Bartmann, M.A., and T. W. Rein, B.A., Ph.D.

- High Schools: 1. Cradock Boys'.
2. do. Girls'.
3. East London Boys'.
4. King William's Town Boys'.
5. Graaff-Reinet Boys'.
6. Somerset East Boys'.
7. Butterworth.
*8. Aliwal North.

I. The following table shows the resulting classification of pupils in High School Standards. There are also given for each school the number of candidates presented for the Matriculation Examination in 1905 and the number of passes. It will be observed that the total number presented for the matriculation examination was 442, and that of these 253 passed, a percentage of 57.2. This is a disappointing result and would appear to indicate that in some schools the classification has been defective.

DIVISION.	Name of High School.	Present at Inspection.						Matriculation Examination.	
		Total.	Sub-Std. A to Standard V.†	Standards.				Presented.	Passed.
				A.	B.	C.	D.		
Albany ...	Grahamstown Boys' ...	186	125	22	16	14	9	12	9
Cape Suburbs	Rondebosch Boys' ...	179	146	16	10	5	2	1	1
	Do. Girls' ...	243	188	31	15	6	3	3	3
	Simonstown ...	179	163	6	7	1	2	2	0
Cape Town ...	Wynberg Boys' ...	220	173	20	17	5	5	5	2
	Do. Girls' ...	239	182	29	12	8	8	6	4
	Good Hope Seminary... Normal College Boys'... S. A. College Boys' ... G. and S. P. Boys' ...	221 347 315 151	165 235 88 115	26 45 72 13	15 34 42 8	9 17 42 11	6 1 71 4	4 17 65 7	4 7 35 1
Cradock ...	Cradock Boys' ...	164	115	25	15	9	0	1	0
	Do. Girls' ...	213	171	22	12	7	1	0	0
East London ...	East London East Boys'	203	143	30	11	13	6	4	4
George ...	George Boys' ...	115	82	18	10	2	3	5	1
Graaff-Reinet	Graaff-Reinet Boys' ...	241	134	44	26	18	19	20	12
	Kimberley ...	327	259	36	19	9	4	2	2
King William's Town	Do. Girls' ...	454	403	17	22	6	6	5	5
	King William's Town...	226	127	38	28	25	8	11	8
Paarl ...	French Hoek ...	369	232	26	59	30	22	35	20
	Lower Paarl Boys' ...	197	118	24	20	22	13	17	10
	Do. Girls' ...	333	249	43	24	10	7	14	10
	Paarl Boys' ...	238	89	43	35	37	34	31	29
	Wellington Boys' ...	217	85	39	40	32	21	27	13
Port Elizabeth	Do. Girls' ...	290	184	41	26	26	13	13	10
	Port Elizabeth Boys' ...	212	138	39	18	9	8	8	5
Robertson ...	Do. Girls' ...	139	109	17	5	3	5	1	0
Robertson ...	Robertson ...	359	293	34	16	6	10	6	2
Somerset East	Somerset East Boys' ...	165	111	29	9	8	8	8	5
Stellenbosch ...	Stellenbosch Boys' ...	357	119	48	69	89	32	68	24
	Do. Girls' ...	313	207	38	45	10	13	15	7
Uitenhage ...	Uitenhage Boys' ...	257	221	17	8	7	4	5	4
	Do. Girls' ...	297	248	28	13	4	4	4	1
Worcester ...	Worcester Boys' ...	177	114	31	15	7	10	7	4
	Do. Girls' ...	306	229	35	22	13	7	7	6
Butterworth ...	Butterworth ...	115	83	17	3	6	6	6	5
Totals ...		8,564	5,843	1,059	746	526	390	442	253

* Ordinary First Class School inspected on High School lines.

† For purposes of convenience, pupil-teachers are included in these figures.

II. The following Table gives details concerning the professional and Academic qualifications of Teachers working in High Schools. It includes not only the Teachers of the High School Standards, but the Teachers in the lower Standards as well. It will be observed that there is here considerable room for improvement.

TEACHERS HOLDING	Teachers holding						
	P.C.	T1.	T2.	T3.	Misc.	No Prof. Cert.	Total.
Degree ...	30	10	24	15	0	22	101
Intermediate ...	2	0	14	9	0	3	28
Matriculation ...	0	0	39	51	3	2	95
L.L.A. ...	2	0	1	0	1	0	4
No Academic Certificate ...	32	0	12	78	24	8	154
Totals ...	66	10	90	153	28	35	382
Percentages ...	17.3	2.6	23.6	40.0	7.3	9.2	100

III. The following Table gives information concerning the nature of the accommodation for Science Teaching in Boys' and Mixed High Schools throughout the Colony.

NAME OF SCHOOL.	Science Subject Taught.	Nature of Accommodation.
Grahamstown, Boys' ...	Chemistry and Physics	Laboratory and Lecture Room.
Rondebosch, Boys' ...	Physics	Laboratory and Lecture Room.
Simonstown (Mixed) ...	Physics	No special provision.
Wynberg, Boys' ...	Chemistry	Laboratory and Lecture Room.
Capetown, S.A. College High School ...	Chemistry and Physics	Laboratory and Lecture Room.
Capetown, Normal College High School, Boys' ...	Physics	Laboratory and Lecture Room.
Green and Sea Point, Boys'	Chemistry and Physics	Laboratory and Lecture Room.
Cradock, Boys' ...	Physics	No special provision.
East London, Boys' ...	Chemistry, Botany and Physics	Laboratory and Lecture Room.
George, Boys' ...	Chemistry	No special provision.
Graaff-Reinet, Boys' ...	Chemistry	Laboratory and Lecture Room.
Kimberley, Boys' ...	Chemistry and Physics	Laboratory and Lecture Room.
King William's Town, Boys'	Chemistry and Physics	Laboratory.
French Hoek (Mixed) ...	Physics	Laboratory (not in use.)
Lower Paarl, Boys' ...	Physics	Laboratory and Lecture Room.
Paarl, Boys' ...	Physics	Laboratory.
Wellington, Boys' ...	Chemistry	Laboratory and Lecture Room.
Port Elizabeth, Boys' ...	Chemistry	Laboratory and Lecture Room.
Robertson (Mixed) ...	(None)	No provision.
Somerset East, Boys' ...	Physics	Laboratory.
Stellenbosch, Boys' ...	Chemistry and Physics	Lecture Room.
Uitenhage, Boys' ...	Physics	Lecture Room.
Worcester, Boys' ...	Physics	No special provision.
Butterworth (Mixed) ...	Physics	No special provision.

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ANNEXURE II.

SCHOOL STATISTICS.

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1. ADMINISTRATION.

(A.)—DIVISIONS INCLUDED IN INSPECTORS' CIRCUITS.

◦ INSPECTOR A. B. BART-MANN, M.A. Humansdorp Knysna Uniondale	◦ INSPECTOR J. H. HOPMEYR, M.A. Clanwilliam Namaqualand Piquetberg Tulbagh Van Rhy'n's Dorp	† INSPECTOR T. W. REIN, B.A., Ph.D. Fort Beaufort Peddie Stockenstrom Victoria East
† INSPECTOR W. G. BENNIE, B.A. Albany Alexandria Bathurst Bedford	† INSPECTOR T. LOGIE, M.A., Ph.D. Glen Grey Queenstown Tarka	◦ INSPECTOR J. ROBERTSON. Ceres Robertson Sutherland Worcester
◦ INSPECTOR D. CRAIB, M.A. Cape Town, Green and Sea Point	† INSPECTOR J. MCLAREN, M.A. Butterworth Ngamakwe Tsono	◦ INSPECTOR W. A. RUSSELL, M.A. Calvinia Carnarvon Fraserburg Murraysburg Richmond Victoria West
† INSPECTOR J. CRAIB, M.A. Cradock Graaff-Reinet Somerset East	† INSPECTOR F. HOWE ELY, M.A. King William's Town	◦ INSPECTOR O. J. S. SATCHEL, M.A. Barkly West Kimberley Mafeking Vryburg
◦ INSPECTOR W. FREEMAN, B.A. Aberdeen Beaufort West Jansenville Prince Albert Willowmore	† INSPECTOR W. MILNE, M.A., B.Sc. Port Elizabeth Uitenhage	† INSPECTOR E. J. SPURWAY, B.A. Albert Colesberg Hanover Middelburg Molteno Steynsburg
◦ INSPECTOR T. S. GOLIGHTLY, B.A. Malmesbury Paarl	◦ INSPECTOR J. MITCHELL. George Mossel Bay Oudtshoorn	◦ INSPECTOR G. P. THERON, B.A. Bredasdorp Caledon Stellenbosch
◦ INSPECTOR G. C. GRANT, M.A. Britstown Gordonia Hay Herbert Hope Town Kenhardt Philipstown Prieska	† N. PORTER, M.A. (Acting). Elliotdale Idutywa Kentani Willowvale	† INSPECTOR J. G. TOOKE, B.A. Libode Mqanduli Ngqeleni Tsolo Umtata
† INSPECTOR G. HAGEN, B.A., (W. P. BOND, M.A., Acting). Elliot Engcobo St. Mark's Xalanga	† INSPECTOR J. S. PRESSLY, M.A. Aliwal North Barkly East Herschel Wodehouse	◦ INSPECTOR C. E. Z. WATERMEYER, B.A., LL.B. Ladismith Riversdale Swellendam
† INSPECTOR E. HOBDEN. Maclear Mount Fletcher Mount Frere Ntabankulu Qumbu	† INSPECTOR R. REIN. Bizana Flagstaff Lusikisiki Matatiele Mount Ayliff Mount Currie Umzimkulu	† INSPECTOR J. YOUNG, M.A., B.Sc. Cathcart East London Komgha Stutterheim

† Indicates an Eastern Province Circuit. ◦ Indicates a Western Province Circuit.

(B.)—DEPARTMENTAL INSTRUCTORS AND INSTRUCTRESSES.

<i>Drawing :</i> Mr. H. CHRISTIE-SMITH, Eastern Province. Mr. W. W. RAWSON, A.R.C.A., Western Province.	<i>Vocal Music :</i> Mr. A. LEE, Western Province. Mr. F. FARRINGTON, Eastern Province.
<i>Kindergarten :</i> Miss M. ADAMSON, Western Province. Miss C. SUTHERLAND, Eastern Province.	<i>Woodwork :</i> Mr. C. S. YOUNG, Western Province. Mr. F. T. MORRISON, Eastern Province.
<i>Needlework :</i> Miss H. D. FUECHSEL, Western Province. Miss E. EATON, Eastern Province.	

[G. 5—1906.]

2.—SUPPLY OF SCHOOLS.

A.—CLASSIFICATION OF SCHOOLS IN OPERATION AT 30TH SEPTEMBER, 1905.

ARRANGED IN ALPHABETICAL ORDER OF DIVISIONS.

DIVISION.	Sp.	A 1	A 2	A 3	D	E	P.F.	Poor	B	C 1	C	Total, 1905.	Total, 1904.	In-crease.
Aberdeen ...	...	...	1	1	...	...	12	1	2	...	...	17	15	2
Albany ...	3	2	2	14	...	...	8	2	10	...	2	43	40	3
Albert ...	...	1	1	5	...	...	11	2	5	...	...	25	19	6
Alexandria ...	...	...	1	7	...	...	1	2	1	...	...	12	12	...
Aliwal North ...	...	1	1	9	...	...	9	4	7	...	...	31	28	3
Barkly East ...	...	...	1	10	...	1	17	2	1	...	...	32	26	6
Barkly West ...	...	...	1	7	...	...	2	2	7	...	...	19	16	3
Bathurst ...	...	...	2	4	...	...	8	...	7	...	...	21	21	...
Beaufort West ...	...	2	...	1	...	...	16	3	4	...	...	26	17	9
Bedford ...	...	1	...	2	...	...	7	1	4	...	...	15	15	...
Bredasdorp ...	...	...	2	2	...	...	11	7	5	...	...	27	27	...
Britstown... ..	...	...	2	1	...	...	4	...	4	...	...	11	8	3
Caledon ...	...	1	1	8	...	...	11	15	8	...	...	44	36	8
Calvinia ...	...	1	...	13	...	1	10	2	2	...	...	29	21	8
Cape Suburbs & District	...	5	10	23	...	6	10	...	54	...	...	108	95	13
Cape Town, Green & Sea Point ...	6	7	6	12	2	7	...	...	14	...	...	54	53	1
Carnarvon ...	...	...	1	2	...	...	7	...	1	...	...	11	4	7
Cathcart ...	...	1	1	5	...	...	13	...	2	...	...	22	22	...
Ceres ...	...	1	1	3	...	...	4	1	3	...	...	13	11	2
Clanwilliam ...	...	...	1	10	...	...	5	5	4	...	...	25	19	6
Colesberg ...	...	1	1	5	...	...	6	...	2	...	...	15	12	3
Craddock ...	...	2	1	5	...	...	20	2	2	...	...	32	27	5
East London ...	...	3	2	13	...	1	10	...	9	...	...	38	36	2
Fort Beaufort ...	...	2	...	2	...	...	8	3	14	1	...	30	28	2
Fraserburg ...	...	...	...	3	...	...	6	2	1	...	...	12	12	...
George ...	...	2	1	9	...	...	2	11	6	...	...	31	29	2
Glen Grey ...	...	...	...	1	...	...	3	...	50	...	...	54	53	1
Gordonia ...	...	...	...	2	...	...	1	...	3	...	...	6	6	...
Graaff-Reinet ...	2	2	1	7	...	...	10	5	6	...	...	33	32	1
Hanover ...	...	1	2	...	...	...	3	...	1	...	...	7	6	1
Hay ...	...	...	...	5	...	...	3	1	1	...	...	10	7	3
Herbert ...	...	...	...	2	...	...	2	1	1	...	...	6	6	...
Herschel ...	...	...	...	2	...	...	...	...	39	1	...	42	39	3
Hopetown ...	...	1	2	...	...	...	5	...	2	...	...	10	9	1
Humansdorp ...	...	...	1	14	...	...	11	10	8	...	...	44	41	3
Jansenville ...	...	...	1	8	...	...	5	11	3	...	...	28	26	2
Kenhardt... ..	...	...	...	6	...	...	1	...	...	...	...	7	4	3
Kimberley ...	2	2	9	...	3	3	5	11	...	...	...	35	36	-1
King William's Town	2	3	12	...	1	1	2	114	1	1	...	137	137	...
Knysna ...	...	2	5	...	...	...	3	18	4	...	...	32	32	...
Komgha ...	1	...	2	...	...	...	7	...	4	...	...	14	16	-2
Ladismith... ..	1	...	10	...	...	...	...	4	4	...	...	19	19	...
Mafeking ...	...	1	3	...	...	...	...	2	9	...	...	15	13	2
Malmesbury ...	3	4	22	...	...	...	23	2	12	...	...	66	54	12
Middelburg ...	1	...	5	...	...	...	7	1	2	...	...	16	14	2
Molteno ...	...	1	4	...	...	...	9	3	1	...	...	18	15	3
Mossel Bay ...	2	...	18	...	...	...	2	5	6	...	...	33	28	5
Murraysburg ...	1	...	2	...	...	...	13	...	1	...	...	17	17	...
Namaqualand ...	...	...	6	1	1	1	1	12	...	...	...	22	16	6
Oudtshoorn ...	2	1	40	...	1	1	8	8	...	...	...	61	49	12
Paarl ...	2	7	8	9	...	...	4	3	15	...	...	48	46	2
Peddie ...	...	1	6	...	...	...	6	...	25	...	1	39	34	5
Philipstown ...	...	...	2	...	...	...	3	...	2	...	...	7	8	-1
Piquetberg ...	...	2	16	...	...	...	3	11	5	...	...	37	30	7
Port Elizabeth ...	1	3	3	8	...	1	1	...	14	...	...	31	34	-3
Prieska ...	...	...	6	...	...	...	5	4	1	...	...	16	11	5
Prince Albert ...	...	1	4	...	...	...	3	9	3	...	...	20	18	2
Queenstown ...	2	1	8	...	...	...	9	2	26	...	1	49	46	3
Richmond... ..	...	1	...	...	...	...	2	...	3	...	...	6	8	-2
Riversdale ...	2	...	13	...	...	...	12	15	7	...	...	49	44	5
Robertson ...	2	1	12	...	...	...	10	6	3	...	...	34	31	3

SUPPLY OF SCHOOLS.

DIVISION.	Sp.	A 1	A 2	A 3	D	E	P.F.	Poor	B	C 1	C	Total, 1905.	Total, 1904.	In-crease.
Somerset East ...	...	2	...	10	...	...	19	3	11	...	...	45	44	1
Stellenbosch ...	2	4	1	8	...	...	2	...	11	...	...	28	28	...
Steynsburg ...	...	1	2	...	...	...	5	...	...	...	...	8	5	3
Stockenstrom ...	...	1	8	...	...	...	1	3	6	...	...	19	16	3
Stutterheim ...	...	2	3	...	...	...	4	...	15	1	2	27	29	-2
Sutherland ...	...	1	...	...	...	...	4	...	...	...	...	5	4	1
Swellendam ...	1	1	8	...	...	...	14	9	9	...	...	42	37	5
Tarka ...	2	...	5	...	...	...	7	1	4	...	...	19	17	2
Tulbagh ...	1	...	9	...	...	...	2	...	5	...	...	17	15	2
Uitenhage ...	1	2	...	9	1	1	21	3	10	...	...	48	48	...
Uniondale... ..	...	1	18	...	...	...	1	12	4	...	...	36	31	5
Van Rhynsdorp ...	...	1	6	...	...	...	1	...	2	...	...	10	4	6
Victoria East ...	...	1	3	...	...	...	4	1	17	1	2	29	23	6
Victoria West ...	1	...	7	...	...	...	12	1	1	...	...	22	17	5
Vryburg ...	...	1	7	...	...	...	5	3	4	...	1	21	24	-3
Willowmore ...	...	2	17	...	...	...	13	13	3	...	...	48	37	11
Wodehouse ...	1	...	20	...	...	...	14	7	6	...	...	48	37	11
Worcester ...	2	1	17	...	...	...	5	1	2	...	...	30	30	...
Total ...	19	84	91	604	4	24	524	253	695	5	10	2313	2080	233
MAGISTRACY.														
Bizana ...	...	...	...	1	...	...	...	...	...	...	5	6	6	...
Butterworth ...	1	...	...	...	...	...	3	...	...	...	26	30	28	2
Elliot ...	...	...	3	...	...	...	8	7	...	...	4	22	20	2
Elliotdale... ..	...	...	...	...	...	...	3	...	...	...	5	8	5	3
Engcobo ...	...	...	1	...	...	...	...	...	2	47	50	49	1	1
Flagstaff ...	...	...	1	...	...	...	...	...	...	...	5	6	6	...
Idutywa ...	...	1	...	...	...	...	...	...	...	...	22	23	24	-1
Kentani ...	...	...	1	...	...	...	...	...	...	...	39	40	40	...
Libode ...	...	...	...	...	...	...	...	...	...	...	7	7	6	1
Lusikisiki... ..	...	...	1	...	...	...	...	...	...	...	5	6	5	1
Maclear ...	...	...	9	...	...	...	2	...	...	...	7	18	16	2
Matatiele... ..	...	1	1	...	...	...	1	...	...	...	31	34	31	3
Mount Ayliff ...	...	...	...	...	...	...	2	...	...	...	15	17	15	2
Mount Currie ...	...	1	1	...	...	...	3	...	...	...	14	19	16	3
Mount Fletcher ...	...	...	1	...	...	...	1	...	...	...	24	26	21	5
Mount Frere ...	...	...	...	...	...	...	1	...	...	...	49	50	39	11
Mqanduli ...	...	...	...	...	...	...	2	...	...	...	23	25	18	7
Ngqeleni ...	...	...	1	...	...	...	...	...	1	8	10	10	...	...
Nqamakwe ...	...	...	1	...	...	...	3	...	...	1	54	59	57	2
Ntabankulu ...	...	...	1	...	...	...	...	...	...	13	14	11	3	...
Port St. John's ...	...	...	1	...	...	...	...	...	...	2	3	2	1	...
Qumbu ...	...	...	1	...	...	...	...	...	1	41	43	33	10	...
St. Mark's... ..	...	...	2	...	...	...	3	...	...	26	31	33	-2	...
Tsolo ...	...	...	1	...	...	...	2	1	...	...	45	49	45	4
Tsomo ...	...	...	...	...	...	...	2	...	...	...	32	34	36	-2
Umtata ...	1	...	...	...	...	...	1	1	1	36	40	36	4	...
Umzimkulu ...	...	...	1	...	...	...	...	...	...	35	36	33	3	...
Walfish Bay ...	...	...	...	...	...	...	...	...	2	...	...	2	2	...
Willowvale ...	...	...	...	...	...	...	2	...	...	...	46	48	48	...
Xalanga ...	...	1	1	...	...	...	2	...	...	...	25	29	30	-1
Total for Territories ...	2	4	30	...	...	41	9	2	6	691	785	721	64	...
Do. Colony... ...	19	84	91	604	4	24	524	253	695	5	10	2313	2080	233
Totals, 1905 ...	19	86	95	634	4	24	565	262	697	11	701	3098	...	...
Do., 1904 ...	19	81	97	523	4	21	492	242	669	11	642	...	2801	...
Increase, 1905 ...	...	5	-2	111	...	3	73	20	28	...	59	...	...	297
Do., 1904 ...	-3	1	2	69	...	-2	36	25	28	...	26	...	...	182

B.—CLASSIFICATION OF SCHOOLS IN OPERATION AT 30TH SEPTEMBER, 1905

ARRANGED ACCORDING TO INSPECTORS' CIRCUITS.

Inspector.	Sp.	A 1	A 2	A 3	D	E	P.F.	Poor	B	C 1	C	Total, 1905.	Total, 1904.	Increase.
Bartmann ...	...	...	4	37	...	...	15	40	16	...	...	112	104	8
Bennie ...	3	3	5	27	...	...	24	5	22	...	2	91	88	3
Craib, D. ...	6	7	6	12	2	7	...	...	14	...	...	54	53	1
Craib, J. ...	2	6	2	22	...	...	49	10	19	...	...	110	103	7
Ely ...	...	...	3	12	...	1	1	2	114	1	1	137	137	...
Freeman ...	...	3	4	31	...	...	49	37	15	...	...	139	113	26
Golightly ...	2	10	12	31	...	...	27	5	27	...	...	114	100	14
Grant ...	...	...	5	24	...	...	24	6	14	...	...	73	59	14
Hagen ...	...	...	1	7	...	...	13	7	...	2	102	132	132	...
Hobden ...	...	...	...	12	...	...	4	...	...	1	134	151	120	31
Hofmeyr ...	1	4	47	1	1	12	17	30	...	...	...	113	86	27
Logie ...	4	1	14	...	...	...	19	3	80	...	1	122	116	6
McLaren ...	1	...	1	...	...	...	8	...	...	1	112	123	121	2
Milne ...	2	5	3	17	1	2	22	3	24	...	...	79	82	-3
Mitchell ...	6	2	67	...	1	5	24	20	...	...	...	125	106	19
Noaks ...	5	10	23	...	6	10	...	54	...	...	...	108	95	13
Porter (Acting) ...	...	1	1	...	...	...	5	...	...	...	112	119	117	2
Pressly ...	2	2	41	...	1	40	13	53	1	...	...	153	130	23
Rein, R. ...	...	2	6	...	...	...	6	...	...	...	110	124	112	12
Rein, T. W. ...	2	3	19	...	...	19	7	62	2	3	...	117	101	16
Robertson ...	2	5	4	32	...	...	23	8	8	...	...	82	76	6
Russell ...	4	1	27	...	1	50	5	9	...	...	...	97	79	18
Satchel ...	2	5	26	...	3	10	12	31	...	1	...	90	89	1
Spurway ...	3	5	23	...	...	41	6	11	...	...	...	89	71	18
Theron ...	2	5	4	18	...	...	24	22	24	...	...	99	91	8
Tooke ...	1	...	3	...	...	5	2	...	...	2	121	134	117	17
Watermeyer ...	4	1	31	...	...	26	28	20	...	...	...	110	100	10
Young ...	5	5	23	...	1	34	...	30	...	1	2	101	103	-2
Total ...	19	86	95	634	4	24	565	262	697	11	701	3098	2801	297

C.—SCHOOLS OPENED DURING YEAR ENDING 30TH SEPTEMBER, 1905.

(ARRANGED ACCORDING TO ALPHABETICAL ORDER OF DIVISIONS.)

DIVISION.	Sp.	A 1	A 2	A 3	D	E	P.F.	Poor	B	C 1	C	Total, 1905.	Total, 1904.	
Aberdeen	3	...	...	...	...	3	5	
Albany	1	...	4	1	...	...	...	6	4	
Albert	2	...	...	8	1	2	...	...	13	5	
Alexandria	2	...	...	...	...	...	...	...	2	3	
Aliwal North	2	...	...	4	...	...	...	...	6	11	
Barkly East	10	1	...	...	...	11	8	
Barkly West	1	...	...	1	...	2	...	...	4	8	
Bathurst	1	...	...	...	...	...	...	...	1	4	
Beaufort West	10	1	1	...	...	12	8	
Bedford	1	...	...	1	...	...	...	...	2	3	
Bredasdorp	1	2	...	...	...	3	10	
Britstown	1	...	...	4	...	1	...	...	6	2	
Caledon	1	...	...	5	4	...	...	...	10	10	
Calvinia	2	...	1	9	2	1	...	...	15	15	
Cape Suburbs & Dist.	1	...	1	5	...	6	...	...	13	8	
Cape Town, Green and Sea Point	2	...	...	2	...	...	4	6	
Carnarvon	7	1	...	...	...	8	1	
Cathcart	5	...	...	...	...	5	1	
Ceres	3	...	...	...	...	3	2	
Clanwilliam	4	...	...	2	1	1	...	...	8	3	
Colesberg	4	...	...	...	...	4	4	
Cradock	2	...	...	10	...	...	...	...	12	11	
East London	3	...	...	1	...	2	...	...	6	3	
Fort Beaufort	1	...	...	3	...	2	...	...	6	3	
Fraserburg	2	...	...	4	1	1	...	...	8	5	
George	1	...	...	1	2	...	...	...	4	3	
Glen Grey	2	...	2	...	...	4	3	
Gordonia	1	...	...	...	...	1	2	
Graaff-Reinet	3	2	...	...	...	5	10	
Hanover	1	...	...	1	...	...	...	...	2	1	
Hay	3	...	...	2	...	...	...	...	5	6	
Herbert	1	...	1	...	...	2	4	
Herschel	1	...	...	...	...	2	...	...	3	4	
Hopetown	4	...	...	...	...	4	3	
Humansdorp	2	...	...	4	1	3	...	...	10	9	
Jansenville	1	...	...	2	5	1	...	...	9	8	
Kenhardt	4	...	...	1	...	...	...	...	5	1	
Kimberley	1	...	1	2	3	...	...	...	7	5	
King William's Town	1	...	1	1	...	7	...	...	10	9	
Knysna	1	...	...	3	1	1	...	...	6	6	
Komgha	1	...	...	1	...	...	...	...	2	3	
Ladismith	1	...	...	...	1	...	...	...	2	5	
Mafeking	2	...	...	...	1	...	...	...	3	4	
Malmesbury	4	...	...	12	2	2	...	...	20	10	
Middelburg	1	...	...	4	...	...	...	...	5	8	
Molteno	1	...	...	4	2	...	...	...	7	5	
Mossel Bay	2	...	...	1	3	...	...	...	6	3	
Murraysburg	1	...	...	3	...	...	...	...	4	6	
Namaqualand	3	...	1	1	1	1	...	...	7	3	
Oudtshoorn	6	...	...	1	7	1	...	...	15	12	
Paarl	2	...	...	...	...	...	...	...	2	2	
Peddie	1	...	...	3	...	1	...	...	5	7	
Philipstown	1	...	...	...	...	1	4	
Piquetberg	4	...	...	2	2	...	...	...	8	7	
Port Elizabeth	1	...	...	1	...	...	2	6	
Prieska	2	...	...	3	...	1	...	...	6	5	
Prince Albert	2	1	...	...	...	3	8	
Queenstown	1	...	...	3	1	1	...	...	6	4	
Richmond	1	...	...	...	...	1	2	
Riversdale	7	3	...	...	...	10	12	
Robertson	3	1	...	...	...	4	1	
Somerset East	3	...	...	6	...	1	...	...	10	10	
Stellenbosch	2	2
Steynsburg	1	...	...	3	...	...	...	...	4	2	
Stockenstrom	2	...	...	1	...	1	...	...	4	2	
Stutterheim	4	...	...	4	3	
Sutherland	2	...	...	...	...	2	2	
Swellendam	1	...	...	5	1	1	...	...	8	8	
Tarka	2	...	...	2	...	1	...	...	5	6	
Tulbagh	1	...	...	...	...	1	...	...	2	2	
Uitenhage	1	...	...	8	1	2	...	...	12	12	

° The figures given in this column are for the period 1st July, 1903 to 30th June, 1904.

DIVISION.	Sp.	A 1	A 2	A 3	D	E	P.F.	Poor	B	C 1	C	Total, 1905.	Total, 1904.
Uniondale	3	...	...	1	3	1	...	...	8	9
Van Rhynsdorp	4	...	...	1	...	1	...	...	6	...
Victoria East	1	...	...	1	1	4	...	...	7	4
Victoria West	3	...	...	7	...	...	...	...	10	4
Vryburg	3	...	...	2	...	...	...	...	5	17
Willowmore	4	...	...	7	3	2	...	...	16	18
Wodehouse	8	...	...	8	1	1	...	...	18	10
Worcester ...	1	...	...	...	...	...	1	...	...	...	...	2	3
Total ...	1	...	...	112	...	8	239	64	66	...	...	490	448
MAGISTRACY.													
Bizana	1	...	...	...	...	...	...	...	1	4
Butterworth	1	...	...	...	...	2	2
Elliot	3	4	...	...	...	7	6
Elliotdale	1	...	...	...	...	2	3
Engcobo	3	3
Flagstaff
Idutywa	1	1
Kentani	2	2
Libode	2	2
Lusikisiki	1	1
Maclear	3	...	...	2	...	...	...	...	1	6
Matatiele	4	4
Mount Ayliff	2	2
Mount Currie	1	2	...	...	...	...	1	4
Mount Fletcher	1	...	...	...	...	4	5
Mount Frere	1	...	...	...	...	11	12
Mqanduli	8	8
Ngqeleni	1	1
Nqamakwe	1	...	...	...	...	2	3
Ntabankulu	4	4
Port St. John's	1	1
Qumbu	1	...	...	...	...	...	...	...	9	10
St. Mark's	1	1
Tsolo	1	...	...	...	...	3	4
Tsomo	2
Umtata	1	...	...	...	...	7	8
Umzimkulu	1	...	...	...	...	...	...	...	2	3
Walfish Bay
Willowvale	1	...	...	...	...	2	3
Xalanga	1	...	...	...	...	...	...	...	1	1
Total for Territories Do. Colony ...	1	...	...	7	...	1	15	4	...	...	75	102	74
Totals, 1905 Do., 1904	1	...	...	119	...	9	254	68	66	...	75	592	...
Increase ...	-1	-2	-5	8	...	5	34	9	5	...	17	70	...

* The figures given in this column are for the period 1st July, 1903 to 30th June, 1904.

D.—SCHOOLS CLOSED DURING YEAR ENDING 30TH SEPTEMBER, 1905.

(Arranged in Alphabetical Order of Divisions.)

DIVISION.	Sp.	A 1	A 2	A 3	D	E	P.F.	Poor	B	C 1	C	Total, 1905.	Total, 1904.
Aberdeen	1	...	...	...	...	1	2
Albany	2	...	...	...	...	3	4
Albert	1	...	...	4	2	...	...	...	7	6
Alexandria	2	...	...	...	2	4
Aliwal North	3	...	...	...	...	3	2
Barkly East	1	...	...	3	...	1	...	...	5	10
Barkly West	1	...	...	1	4
Bathurst	1	...	...	...	...	1	2
Beaufort West	3	...	...	...	...	3	10
Bedford	1	...	1	...	...	2	4
Bredasdorp	2	1	...	...	...	3	3
Britstown	1	...	...	2	...	...	...	...	3	2
Caledon	1	...	...	1	...	...	...	...	2	5
Calvinia	2	...	...	5	...	...	...	...	7	6
Cape Suburbs & District	4
Cape Town, Green and Sea Point	2	...	...	1	...	...	3	6
Carnarvon	1	...	...	...	...	1	4
Cathcart	4	...	1	...	...	5	5
Ceres	1	...	...	...	1	1
Clanwilliam	1	...	...	...	1	...	...	...	2	4
Colesberg	1	...	...	1	5
Cradock	1	...	...	5	...	1	...	...	7	11
East London	1	...	...	1	...	2	...	...	4	3
Fort Beaufort	1	...	...	3	...	...	...	...	4	4
Fraserburg	7	...	1	...	...	8	1
George	1	...	...	1	...	...	...	...	2	...
Glen Grey	1	...	2	...	...	3	1
Gordonia	1	...	...	...	...	...	...	...	1	...
Graaff-Reinet	4	...	...	...	...	4	8
Hanover	1	...	...	...	...	1	2
Hay	1	...	...	1	...	...	...	...	2	3
Herbert	1	1	...	...	2	1
Herschel	1
Hopetown	3	...	...	...	...	3	7
Humansdorp	1	...	...	4	...	2	...	...	7	9
Jansenville	1	6	...	...	...	7	8
Kenhardt	1	...	...	1	...	...	...	...	2	...
Kimberley	1	...	...	4	2	1	...	...	8	4
King William's Town	1	...	...	3	...	6	...	...	10	8
Knysna	2	2	2	...	...	6	2
Komgha	1	...	...	3	...	...	...	...	4	3
Ladismith	1	...	...	...	1	...	...	...	2	4
Mafeking	1	...	...	...	...	1	1
Malmesbury	1	...	...	6	...	1	...	...	8	8
Middelburg	1	...	...	2	...	...	...	...	3	5
Molteno	1	...	...	2	1	...	...	...	4	5
Mossel Bay	1	...	...	...	1	2
Murraysburg	3	1	...	...	...	4	2
Namaqualand	1	...	...	1	1
Oudtshoorn	1	...	1	...	...	3	6
Paarl	1
Peddie	6
Philipstown	2	...	...	...	...	2	3
Piquetberg	1	...	...	...	...	...	...	...	1	4
Port Elizabeth	1	...	1	1	...	2	...	...	5	8
Prieska	1	...	...	...	...	1	4
Prince Albert	1	...	...	...	...	...	...	...	1	5
Queenstown	1	...	...	2	...	...	...	...	3	4
Richmond	3	...	...	...	...	3	...
Riversdale	5	...	...	...	...	5	9
Robertson	1	...	...	...	...	1	1
Somerset East	8	...	1	...	...	9	5
Stellenbosch
Steynsburg	1	...	...	1	...
Stockenstrom	1	...	...	1	3
Stutterheim	6	...	...	...	...	6	...

* The figures given in this column are for the period 1st July, 1903 to 30th June, 1904

DIVISION.	Sp.	A 1	A 2	A 3	D	E	P.F.	Poor	B	C 1	C	Total, 1905.	Total, 1904.
Sutherland	1	...	...	...	...	1	1
Swellendam	1	...	...	1	1	...	...	...	3	12
Tarka	2	...	1	...	...	3	4
Tulbagh	1
Uitenhage	1	...	1	7	2	1	...	...	12	12
Uniondale	1	...	...	1	1	...	...	...	3	6
Van Rhynsdorp
Victoria East	1	...	...	...	...	1	3
Victoria West	5	...	...	...	...	5	6
Vryburg	3	...	...	...	3	2	...	...	8	4
Willowmore	1	...	...	2	1	1	...	...	5	4
Wodehouse	1	...	...	4	2	...	...	...	7	6
Worcester	1	...	...	1	...	...	...	...	2	2
Total ...	1	...	...	35	...	5	147	32	37	...	...	257	317
MAGISTRACY.													
Bizana	1	...	...	...	...	1	1
Butterworth
Elliot	3	2	...	...	...	5	6
Elliotdale	2
Engcobo	2	2	2	...
Flagstaff	2
Idutywa	1	...	...	1	2	...	...
Kentani	2	...	...	...	2	2	...
Libode	1	1	2	...
Lusikisiki
Maclear	2	...	...	2	4	7	...
Matatiele	1	...	...	...	...	...	...	1	1	...
Mount Ayliff	1
Mount Currie	1	...	...	...	...	1	4	...
Mount Fletcher
Mount Frere	1	...	...	...	...	...	...	1	...	...
Mqanduli	1	1	1	...
Ngqeleni	1	1	...	...
Nqamakwe	1	...	...	...	1	2	...
Ntabankulu	1	1	1	...
Port St. John's
Qumbu	1
St. Mark's	3	3	3	...
Tsolo
Tsomo	1	...	...	1	2	1	...
Umtata	2	2	...	...	4	1	...
Umzimkulu	1
Walfish Bay
Willowvale	1	...	...	2	3	1	...
Xalanga	1	...	...	1	...	...	...	...	2	...
Total for Territories	3	...	1	15	4	...	...	15	38	40
Do. Colony ...	1	...	...	35	...	5	147	32	37	...	...	257	317
Totals, 1905 ...	1	...	...	38	...	6	162	36	37	...	15	295	...
Do., 1904 ...	2	1	2	65	...	5	189	30	41	...	22	...	357
Increase ...	-1	-1	-2	-27	...	1	-27	6	-4	...	-7	-62	...

² The figures given in this column are for the period 1st July, 1903 to 30th June, 1904.

SUPPLY OF SCHOOLS.

E.—SUMMARY OF SCHOOLS OPENED, SCHOOLS CLOSED, AND SCHOOLS IN OPERATION DURING THE YEAR ENDING 30th SEPTEMBER, 1905.

(Arranged according to Inspectors' Circuits).

Circuit in charge of Inspector.	Schools in operation at 30th Sept., 1904.	Schools Opened.	Schools Closed.	Schools in operation at 30th Sept., 1905.	Increase.
Bartmann ...	104	24	16	112	8
Bennie ...	88	11	8	91	3
Craib, D. ...	53	4	3	54	1
Craib, J. ...	103	27	20	110	7
Ely ...	137	10	10	137	...
Freeman ...	113	43	17	139	26
Golightly ...	100	22	8	114	14
Grant ...	59	30	16	73	14
Hagen ...	132	12	12	132	...
Hobden ...	120	37	6	151	31
Hofmeyr ...	86	31	4	113	27
Logie ...	116	15	9	122	6
McLaren ...	121	5	3	123	2
Milne ...	82	14	17	79	-3
Mitchell ...	106	25	6	125	19
Noaks ...	95	13	...	108	13
Porter (acting) ...	117	9	7	119	2
Pressly ...	130	38	15	153	23
Rein, R. ...	112	15	3	124	12
Rein, T. W. ...	101	22	6	117	16
Robertson ...	76	11	5	82	6
Russell ...	79	46	28	97	18
Satchel ...	89	19	18	90	1
Spurway ...	71	35	17	89	18
Theron ...	91	13	5	99	8
Tooke ...	117	24	7	134	17
Watermeyer ...	100	20	10	110	10
Young ...	103	17	19	101	-2
Totals ...	(Year ending 30th Sept. 1905.) 2801	592	295	3098	297
Totals, 1904 ...	(30th June, 1904.) 2569	522	357	2734	165

F.—SUMMARY OF CHANGES IN CLASSIFICATION OF SCHOOLS DURING THE YEAR ENDING 30th SEPTEMBER, 1905.

CLASSIFICATION.	CLASS OF SCHOOL.											Total.
	Sp.	A 1	A 2	A 3	D	E	P.F.	Poor	B	C 1	C	
Present	5	2	49	...	...	14	5	1	...	...	76
Former	4	19	...	...	33	17	2	...	1	76
Increase	5	-2	30	...	...	-19	-12	-1	...	-1	...

3. STATISTICS OF ENROLMENT AND ATTENDANCE.

(A.) DETAILED RETURN OF ENROLMENT AND ATTENDANCE FOR THE FOUR QUARTERS OF THE STATISTICAL YEAR AND CLASSIFICATION OF PUPILS AFTER ANNUAL INSPECTION.

The figures of enrolment and attendance are extracted from the Quarterly Statistics published in the *Education Gazette*. Those figures given in returns which were received too late for inclusion in the Quarterly Summaries are entered in brackets. They are not included in the Divisional totals, but are reckoned in the Summary B at the end of this section. Detailed information from the Inspection Reports for the year is added. When the class of a school has been changed during the year, it is entered twice, and the inspection figures are given under the grade to which it belonged at the time of the inspection.

The information in the last five columns is as follows:—

- “Higher”—the number of pupils presented for Standards this year who were also present at the previous Inspection, and who this year passed a higher Standard.
- “Same”—the number of pupils who passed the same Standard as at previous Inspection.
- “Lower”—the number of pupils who passed a lower Standard than at the previous Inspection.
- “Presented”—the number of pupils presented for Standards in the School.
- “Passed”—the number of pupils who passed the Standard for which they were presented.

ABBREVIATIONS.

A 1	...	...	First Class Undenominational Public School.
A 2	...	...	Second do. do. do.
A 3*	...	...	Third do. do. do.
B	...	...	Mission School.
Bap.	...	...	Baptist Church.
Berl.	...	...	Berlin Missionary Society.
C 1	...	...	Aborigines' Training School.
C	...	...	Aborigines' School.
Cong.	...	...	Congregational.
D	...	...	District Boarding School.
D.R.C.	...	...	Dutch Reformed Church.
E	...	...	Evening School.
Eng. Ch.	...	...	English Church.
Fr. Ev.	...	...	French Evangelical Society.
G.G.	...	...	Under certain portions of the Glen Grey Act.
Ind.	...	...	Independent.
L.M.S.	...	...	London Missionary Society.
Luth.	...	...	German Lutheran Church.
Mor.	...	...	Moravian Church.
P.F.	...	...	Private Farm School.
Pres.	...	...	Presbyterian Church of South Africa.
Prim. Meth.	...	...	Primitive Methodist Church.
R.C.	...	...	Roman Catholic Church.
Rhen.	...	...	Rhenish Mission Society.
S.A.	...	...	Salvation Army.
S.A.G.M.	...	...	South African General Mission.
Sp.	...	...	Special Institution.
Trap. M.	...	...	Trappists' Mission.
U.F.C.	...	...	United Free Church of Scotland.
Wes.	...	...	Wesleyan Methodist Church.

* Where this symbol is used in connection with Church designation, a Church Third Class School is indicated.

Name of School.	Class.	Scholars on Roll				Average Attendance			
		during				during			
		4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.	4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.
37. Fonteins Kloof	Poor	...	...	...	21	...	...	...	20
38. Slaapkrans	Poor	20	17	...	19	19	17	...	18
39. Grahamstown, St. Philip's (Eng. Ch.)	B	166	157	149	129	135	131	120	105
40. Manley's Flats (do.)	B	67	65	52	45	57	53	37	28
41. Grahamstown (Ind.)	B	151	137	138	120	117	111	108	93
42. Do. St. Mary's (R.C.)	B	67	76	76	81	48	60	56	59
43. Alicedale (Wes.)	B	82	84	79	80	61	65	63	70
44. Coyo (do.)	B	51	48	48	43	37	39	36	33
45. Farmerfield (do.)	B	58	58	49	53	47	49	41	51
46. Grahamstown, Campbell Street (do.)	B	30	30	29	24	21	23	20	18
47. Do., Fingo Location (do.)	B	128	132	133	131	114	116	104	100
48. Salem (do.)	B	...	31	35	37	...	30	32	30
49. Grahamstown, Girls' Ind. ... (Eng. Ch.)	C	31	40	71	64	31	38	70	62
50. Do. (Kafir) (do.)	C	40	37	38	37	39	37	38	37
Total		2609	2645	2644	2623	2204	2322	2269	2207
ALBERT: Inspector Spurway.									
1. Burghersdorp	A 1	96	102	99	93	86	93	88	89
2. Venterstad	A 2	130	115	113	119	114	102	98	105
3. Burghersdorp	A 3	98	92	109	94	91	86	95	89
4. Do. (Railway)	A 3	66	59	55	53	58	50	48	48
5. Luipaardskop	A 3	21	18	24	26	21	18	24	25
6. Streepfontein	A 3	...	13	16	14	...	12	15	13
7. Uitzicht	A 3	...	11	9	...	...	10	9	...
8. Vischfontein	A 3	11	19	19	21	11	17	15	18
9. Badsfontein J. C. v. Pletzen	P.F.	...	...	4	5	...	...	4	4
10. Biesjesfontein J. P. J. Smit	P.F.	...	...	...	5	...	...	...	5
11. Craigievar J. Forbes	P.F.	5	5	(5)	...	5	5	(5)	...
12. Driefontein E. E. Webster	P.F.	6	7	5	5	5	7	5	5
13. Gumdale P. E. du Preez	P.F.	...	...	6	7	...	...	6	7
14. Kopjesfontein H. G. S. Kruger	P.F.	10	(8)	8	10	9	(8)	8	9
15. Modderbult P. J. Grobler	P.F.	5	...	...	...	4	...	...	...
16. Naauwpoort... .. W. J. de Klerk	P.F.	...	14	14	13	...	14	13	12
17. Nooigedacht G. A. Coetsee	P.F.	...	...	...	5	...	...	...	4
18. Plaatjeskraal A. P. Kriel	P.F.	10	...	...	10	9	...	...	10
19. Pleisterkraal A. P. Smit	P.F.	...	...	9	...	...	...	8	...
20. Rietpoort G. A. Nienaber	P.F.	...	...	...	7	...	...	...	7
21. Roodehoek W. J. Gous	P.F.	9	12	11	8	8	11	10	8
22. Vinkelfontein J. C. du Plessis	P.F.	...	...	...	10	...	...	...	10
23. Yzerfontein J. Kruger	P.F.	5	...	...	...	5	...	...	...
24. Lemoenkraal	Poor	20	...	...	...	19	...	...	...
25. Odendaalstroom	Poor	30	22	...	...	27	18	...	...
26. Witkop	Poor	31	43	48	39	30	41	44	35
27. Wonderboom	Poor	...	12	13	15	...	11	13	14
28. Burghersdorp (D.R.C.)	B	...	...	100	102	...	...	91	96
29. Venterstad (do.)	B	...	...	...	62	...	...	...	55
30. Burghersdorp (Eng. Ch.)	B	92	101	57	49	89	89	50	45
31. Do., Location (Wes.)	B	110	105	106	105	105	97	98	97
32. Venterstad (do.)	B	54	48	46	46	41	46	41	40
Total		809	798	871	923	737	727	783	850

Inspection Qr.	On Roll.	Present at Inspection.	Sub-Standards.		Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Pupil Teachers.			Unclassified.	Higher.	Same.	Lower.	Presented.	Passed.				
			A.	B.									I.	II.	III.										
37	3	21	21	6	8	5	1	1	...	...	...	...	...	...	...	...	...	...	...	First Inspection	9	1		
38	2	20	20	4	1	1	9	5	...	...	...	...	...	...	...	...	...	...	...	10	1	...	15	10
39	4	176	167	52	18	32	33	14	11	7	...	...	...	...	...	...	...	...	...	58	18	...	99	72
40	1	70	68	28	9	15	10	4	2	...	...	...	...	...	...	...	...	...	...	17	11	...	34	21
41	4	147	139	52	13	37	23	11	3	...	...	...	...	...	...	...	...	...	...	37	33	...	85	49
42	1	82	65	41	5	6	8	5	...	...	...	...	...	...	...	...	...	...	...	10	7	...	20	15
43	1	85	73	43	9	10	4	5	2	...	...	...	...	...	...	...	...	...	...	12	10	...	24	13
44	4	50	44	18	7	9	9	1	...	...	...	...	...	...	...	...	...	...	...	16	3	...	21	15
45	1	60	55	23	10	10	6	6	...	...	...	...	...	...	...	...	...	...	...	12	12	...	25	12
46	1	26	23	10	3	4	5	1	...	...	...	...	...	...	...	...	...	...	...	1	9	...	11	1
47	4	136	119	43	12	23	13	19	8	1	...	...	...	...	...	...	...	...	...	22	34	...	72	27
48	1	34	28	10	1	3	6	8	...	...	...	...	...	...	...	...	...	...	...	5	10	...	18	6
49	2	66	66	6	2	15	16	24	3	2	1	...	52	36
50	4	40	37	...	...	...	4	3	11	9	3	...	3	2	1	1	...	...	...	12	8	...	30	17
1	4	98	91	8	8	6	9	16	12	11	9	2	5	...	2	3	...	...	...	42	7	...	66	55
2	4	118	111	16	12	11	21	12	22	10	5	...	...	...	1	1	...	...	...	36	10	...	84	61
3	4	97	96	19	12	18	16	9	8	7	6	...	...	...	...	1	...	...	...	48	10	...	68	55
4	4	68	65	22	11	11	10	8	3	...	...	...	...	...	...	...	...	...	...	16	3	...	34	27
5	1	18	18	...	6	2	3	4	3	...	...	...	...	...	...	...	...	...	...	7	5	...	12	6
6	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
7	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
8	1	20	20	3	4	2	5	4	1	1	First Inspection	15	10
9	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
10	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
11	4	5	5	2	1	1	1	First Inspection	3	3
12	1	7	7	1	...	2	1	1	2	First Inspection	6	6
13	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
14	4	10	10	3	1	1	1	2	2	First Inspection	7	6
15	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
16	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
17	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
18	4	10	8	2	1	2	1	1	...	...	1	...	...	...	...	...	...	...	...	2	...	...	5	5
19	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
20	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
21	3	8	8	...	1	...	3	3	...	1	First Inspection	7	4
22	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
23	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
24	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
25	1	21	19	9	2	5	1	1	1	...	...	...	...	...	...	...	...	...	...	4	3	...	10	4
26	1	46	46	18	3	17	6	1	1	...	...	...	...	...	...	...	...	...	...	20	2	...	25	23
27	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
28	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
29	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
30	4	94	91	46	8	11	16	5	5	...	...	...	...	...	...	...	...	...	...	23	5	...	39	31
31	4	109	107	44	17	8	14	8	13	3	No Record	51	36
32	4	53	46	18	13	3	7	4	1	...	...	...	...	...	...	...	...	...	...	5	8	...	16	6

Name of School.	Class.	Scholars on Roll				Average Attendance			
		during				during			
		4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.	4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.
ALEXANDRIA : Inspector Bennie.									
1. Alexandria ...	A 2	56	57	53	55	50	49	46	47
2. Brakfontein ...	A 3	...	...	15	13	...	...	13	12
3. Caba ...	A 3	28	28	32	34	26	27	29	31
4. Graafwater ...	A 3	...	...	...	18	...	...	...	16
5. Grootvlei ...	A 3	...	...	12	12	...	...	11	11
6. Kromme River ...	A 3	...	...	(10)	12	...	...	(10)	11
7. Sandflats Station (Railway) ...	A 3	55	48	54	64	45	41	46	52
8. Vaal Krantz ...	A 3	13	14	13	12	11	12	12	11
9. Brakfontein... ..	J. C. Buchner P.F.	12	13	...	...	11	12	...	...
10. Grootvlei	R. T. Smith P.F.	12	14	...	...	11	13	...	...
11. Melkhoutboom	L. M. v. Rooyen P.F.	12	12	13	12	11	11	11	10
12. Aluinkrantz	Poor	25	26	26	27	24	25	26	26
13. Bosch Hoek	Poor	15	...	...	...	14	...	...	...
14. Doornkloof	Poor	30	32	32	36	27	28	27	32
15. Enkeldoek	Poor	22	19	...	...	21	18	...	...
16. Alexandria (Ind.)	B	32	40	40	39	30	38	36	35
Total		312	303	290	334	281	274	257	294
ALIWAL NORTH : Inspector Pressly.									
1. Aliwal North	A 1	252	248	249	258	230	234	230	244
2. Lady Grey	A 2	138	134	143	141	121	117	128	121
3. Boschjeslaagte	A 3	...	...	...	16	...	...	...	16
4. Brakfontein	A 3	12	14	13	13	12	14	13	11
5. Broedersbank	A 3	23	22	21	20	22	21	19	19
6. Bultfontein	A 3	13	12	18	20	13	12	17	18
7. Dankfontein	A 3	...	13	15	17	...	12	12	15
8. Jamestown	A 3	81	76	78	78	76	73	74	75
9. Klipplaat	A 3	29	26	23	30	23	23	18	28
10. Leeuwfontein	A 3	...	15	16	14	...	12	12	12
11. Marshall's Kraal	A 3	29	38	41	56	28	35	39	50
12. Badspruit	P. G. Bothma P.F.	...	...	...	6	...	...	...	6
13. Bankfontein	P. W. de Wet P.F.	...	6	6	6	...	6	6	6
14. Beerfontein	H. F. Naudé P.F.	5	5	8	(8)	5	5	7	(7)
15. Braamfontein	C. F. F. Truter P.F.	6	...	...	...	6	...	...	...
16. Driefontein	F. W. Jonbert P.F.	...	6	5	5	...	6	5	5
17. Gairtney	C. Nel P.F.	...	...	...	6	...	...	...	5
18. Elsie's Kraal	A. C. Braunschweig P.F.	6	6	6	5	6	6	6	5
19. Klipkraal	W. S. Marais P.F.	5	...	...	...	5	...	...	...
20. Leeuwfontein	P. E. J. Smith P.F.	15	...	...	...	14	...	...	...
21. Olyvenfontein	Mrs. J. Joubert P.F.	5	6	6	7	4	6	5	7
22. Strydfontein	D. Haarhoff P.F.	...	...	...	6	...	...	...	6
23. Waterfall (Naudesfontein)	J. J. Henning P.F.	6	6	6	5	6	6	6	5
24. Aliwal North	Poor	76	77	61	63	64	64	50	51
25. Dankfontein	Poor	13	...	...	...	12	...	...	...
26. Dwarsvlei	Poor	20	21	18	22	17	19	18	20
27. Lady Grey	Poor	80	81	85	95	69	73	73	73
28. Zuurbron (Vereeniging)	Poor	30	(25)	33	40	21	(18)	31	33
29. Aliwal North (D.R.C.)	B	145	132	126	115	119	113	99	87
30. Lady Grey (do.)	B	27	27	27	22	26	25	24	19
31. Aliwal North (Eng. Ch.)	B	122	117	103	103	100	96	79	81
32. Do., (Prim. Meth.)	B	151	162	122	161	129	122	117	146
33. Do., Location (do.)	B	101	98	82	78	90	91	71	64
34. Jamestown (do.)	B	28	28	32	21	26	25	29	20
35. Lady Grey (Wes.)	B	66	73	72	63	59	68	66	59
Total		1484	1449	1415	1492	1303	1284	1254	1307

Inspection Qr.	On Roll.	Present at Inspection.	Sub-Standards.		Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-standard.	Pupil Teachers.			Unclassified.	Higher.	Same.	Lower.	Presented.	Passed.
			A.	B.									I.	II.	III.						
1	1	57	55	4	6	4	14	4	14	4	2	1	1	1	...	22	21	...	47	21	
2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3	1	29	29	8	4	3	4	5	2	...	1	...	2	...	...	5	5	...	16	8
4	3	17	17	6	7	2	2	First Inspection	5	2
5	3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
6	3	12	12	2	3	3	3	1	First Inspection	10	3
7	2	54	53	7	7	5	11	6	12	1	2	1	...	1	...	28	3	...	38	32	
8	2	13	13	1	2	3	2	2	2	...	...	...	...	...	...	5	4	...	11	4
9	1	13	12	3	...	3	1	1	1	2	1	...	...	...	...	7	1	...	9	6
10	1	14	14	3	...	1	...	2	3	2	2	1	...	...	...	8	3	...	11	8
11	3	13	13	1	2	3	6	...	...	1	...	...	...	...	...	8	...	...	10	10
12	1	26	26	1	5	2	4	7	3	1	2	...	1	...	...	11	3	...	19	16
13	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
14	1	32	32	4	2	6	8	2	5	1	3	1	...	...	...	16	4	...	27	18
15	1	19	19	6	...	...	4	4	2	2	1	...	...	...	...	10	2	...	13	11
16	3	38	37	13	8	6	4	4	2	...	...	...	...	...	...	10	9	...	20	9
1	4	252	251	24	19	26	26	25	48	24	35	12	9	2	1	...	140	6	...	196	192
2	4	139	132	23	10	6	28	17	15	14	7	8	4	...	...	62	4	...	95	85
3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4	2	13	13	1	...	4	2	1	2	1	2	...	...	...	...	8	1	...	12	9
5	4	23	23	8	7	...	5	2	...	1	First Inspection	8	8
6	4	13	13	2	4	6	1	First Inspection	7	7
7	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
8	1	74	74	13	6	11	12	13	7	8	1	3	...	...	...	43	4	...	55	51
9	1	26	26	4	5	3	8	3	3	...	...	...	...	...	...	15	2	...	17	13
10	1	14	14	6	2	3	2	...	...	1	...	...	...	...	...	5	...	...	6	6
11	4	29	29	18	...	5	3	3	First Inspection	11	11
12	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
13	2	6	6	1	...	2	...	2	1	First Inspection	5	5
14	2	8	8	1	...	1	3	1	1	1	...	...	...	...	...	5	...	...	7	6
15	4	6	6	...	3	1	1	1	First Inspection	3	2
16	1	7	7	1	...	3	2	...	...	1	...	...	...	...	...	5	1	...	6	4
17	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
18	2	6	6	1	...	1	...	2	...	2	...	...	...	...	...	5	...	...	5	5
19	4	5	5	1	...	1	1	...	2	...	2	First Inspection	4	4
20	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
21	4	5	5	...	...	...	3	...	2	...	...	...	...	...	...	5	...	...	5	5
22	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
23	2	6	6	...	1	3	2	...	...	...	...	...	...	...	...	6	...	...	6	5
24	2	58	53	21	12	8	6	3	3	...	...	...	...	...	...	9	...	...	20	20
25	4	13	13	3	4	3	1	2	...	...	...	...	...	...	...	4	...	...	6	3
26	4	19	19	6	...	5	4	4	First Inspection	13	12
27	4	86	82	36	15	8	11	6	6	...	...	...	...	...	...	21	2	...	32	30
28	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
29	2	126	107	55	24	17	11	...	...	...	...	...	...	...	...	16	9	...	38	21
30	4	31	27																		

Name of School.	Class.	Scholars on Roll				Average Attendance			
		during				during			
		4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.	4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.
15. Pniel (Berl.)	B	223	216	211	211	160	166	160	159
16. Gong-Gong (Ind.)	B	62	...	26	44	44	...	24	40
17. Klipdam Location (Luth.)	B	59	66	47	44	51	56	37	38
18. Windsorton (do.)	B	40	46	29	33	30	36	25	25
19. Barkly West (Wes.)	B	61	64	73	73	52	57	62	60
20. Fourteen Streams... .. (do.)	B	...	...	61	...	...	...	54	...
21. Klipdam Location (do.)	B	46	50	44	25	35	43	29	19
22. Windsorton (do.)	B	...	52	61	63	...	49	54	56
Total		889	897	972	887	714	755	805	750
BATHURST : Inspector Bennie.									
1. Bathurst	A 2	49	46	45	59	42	40	40	54
2. Port Alfred East	A 2	45	41	45	34	40	37	40	27
3. Clumber	A 3	34	35	35	22	31	33	33	20
4. Glen Hope	A 3	...	...	...	10	...	...	...	8
5. Grant's Valley	A 3	...	15	15	...	...	13	13	...
6. Southwell	A 3	29	31	33	26	25	27	30	24
7. Trappes Valley	A 3	15	16	16	17	14	15	15	15
8. Cawood's Post O. T. P. Timm	P.F.	9	9	9	9	9	9	9	9
9. Charlgrove... .. A. H. Robey	P.F.	11	8	9	15	11	8	9	12
10. Glen Heath H. R. Duffy	P.F.	8	(5)	7	8	8	(5)	7	7
11. Glen Hope H. Dugmore	P.F.	9	...	...	...	8	...	...	...
12. Jones F. Cooper	P.F.	10	11	11	11	9	10	10	9
13. Melville G. H. Hill	P.F.	6	6	6	5	6	6	6	5
14. Mount Wellington... .. G. R. F. Fletcher	P.F.	11	14	12	9	10	13	11	8
15. Rokeby Park W.H. Willmore	P.F.	14	16	14	11	12	13	12	10
16. Scott's Bottom W. Webb	P.F.	8	11	14	8	7	10	13	6
17. Port Alfred East (Eng. Ch.)	B	67	64	64	72	60	55	54	61
18. do. West (do.)	B	83	83	90	72	77	76	84	65
19. Southwell (do.)	B	32	35	35	27	23	22	28	15
20. Theopolis (Ind.)	B	50	45	42	39	41	27	37	22
21. Bathurst (Wes.)	B	33	33	31	47	25	27	22	31
22. Clumber (do.)	B	32	30	39	34	27	27	34	29
23. Port Alfred East (do.)	B	83	76	80	80	69	61	70	67
Total		638	625	652	615	554	529	577	504
BEAUFORT WEST : Inspector Freeman.									
1. Beaufort West, Boys'	A 1	100	92	100	103	93	85	93	95
2. Do., Girls'	A 1	189	216	199	212	165	187	170	189
3. Do. (Coloured)	A 3	56	37	35	33	51	34	28	30
4. Boesmanskop W. C. J. Viviers	P.F.	...	...	(13)	12	...	...	(12)	11
5. Doornboomsfontein W. J. Vivier	P.F.	...	(5)	5	5	...	(5)	5	5
6. Dunedin P. J. Truter, J.P.	P.F.	6	...	...	...	6	...	...	...
7. Eier Kuil C. P. v. d. Westhuizen	P.F.	...	...	9	9	...	...	9	8
8. Good Hope S. J. Pienaar	P.F.	...	5	(5)	5	...	5	(5)	5
9. Hannekuil C. H. Keulder	P.F.	6	6	...	...	6	4	...	...
10. Hillside F. Pienaar	P.F.	5	5	5	5	5	5	5	5
11. Houtenbek M. F. Erasmus	P.F.	...	...	...	...	...	...	...	...
12. Jassieswervan J. F. de Villiers	P.F.	5	5	5	5	5	5	5	5
13. Koedoeskop... .. P. J. Vivier	P.F.	8	7	7	7	8	7	7	7
14. Leuwkloof W. Minnaar	P.F.	7	7	9	7	7	5	9	7
15. Matjeskloof... .. J. G. Meiring	P.F.	6	4	5	5	5	4	5	5
16. Michau's Request G. Snyman	P.F.	...	9	9	8	...	9	9	8
17. Rhenoster Kop A. S. Grimbeck	P.F.	...	5	6	6	...	4	6	6
18. Rietfontein B. J. Burger	P.F.	...	...	...	7	...	...	...	6
19. Steenrotsfontein G. P. Pienaar	P.F.	...	...	...	4	...	...	...	4
20. The Vale J. Grimbeck	P.F.	...	...	...	5	...	...	...	5
21. Weltevreden G. Pienaar	P.F.	8	8	8	8	7	8	8	8
22. Wiegnaarspoort R. J. v. Veuren	P.F.	...	...	...	9	...	...	...	8

Inspection Qr.	On Roll.	Present at Inspection.	Sub-Standards.		Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Pupil Teachers.			Unclassified.	Higher.	Same.	Lower.	Presented.	Passed.
			A.	B.									I.	II.	III.						
15
16
17	1	68	54	29	10	5	7	3	16	3
18	1	50	35	25	3	5	1	1	8	4
19	1	72	70	55	2	6	5	2	6	1
20
21	1	51	46	29	6	6	3	2	6	5
22	1	58	57	40	6	6	5	3	8
1	3	45	44	1	...	7	8	5	6	11	1	1	...	3	...	1	...	...	30	8
2	3	44	44	14	5	5	4	8	2	3	3	...	...	...	...	...	...	...	10	4
3	3	35	35	1	2	2	6	4	7	6	2	3	...	...	2	...	...	...	16	2
4	4	10	10	1	2	...	1	1	5	...	...	...	...	...	...	...	...	...	4	3
5	3	15	15	6	1	3	2	1	2	First Inspection	8	5
6	3	34	34	4	5	3	4	7	4	3	3	1	...	...	...	...	...	...	10	12
7	3	16	16	4	1	3	1	1	2	4	...	...	...	...	...	...	...	...	9	...
8	3	9	9	...	...	1	2	1	4	1	...	...	...	...	...	...	...	...	7	2
9	3	9	9	2	...	3	2	1	1	1	...	...	...	...	...	...	...	...	3	2
10	3	7	7	2	...	3	1	1	...	...	...	...	...	...	...	...	...	...	3	2
11	3
12	3	11	11	...	2	1	...	5	2	...	1	...	...	...	...	...	...	...	7	2
13	3	6	6	...	1	...	1	...	2	2	...	...	...	...	...	...	...	...	3	2
14	3	12	12	3	...	1	3	...	3	2	...	...	...	...	...	...	...	...	5	1
15	1	15	15	3	1	2	2	1	3	3	...	...	...	...	...	...	...	...	3	7
16	3	14	14	1	2	1	2	5	2	1	...	...	...	...	...	...	...	...	5	3
17	3	64	60	21	2	18	15	4	...	...	...	...	...	...	...	...	...	...	16	9
18	3	91	86	30	5	14	15	13	7	2	...	...	...	...	...	...	...	...	24	18
19	3	38	38	17	7	10	3	1	...	...	...	...	...	...	...	...	...	...	6	7
20	3	42	41	11	8	9	10	3	...	...	...	...	...	...	...	...	...	...	12	12
21	3	34	27	7	6	7	7	No Record	18	5
22	3	40	34	14	4	7	8	1	...	...	...	...	...	...	...	...	...	...	5	8
23	3	79	73	24	15	12	16	5	1	...	...	...	...	...	...	...	...	...	15	23
1	1	93	86	...	...	6	10	13	17	11	16	4	7	...	...	1	1	...	25	8
2	1	219	211	55	23	18	25	20	25	20	14	4	1	...	3	3	...	...	76	15
3	1	37	35	6	5	6	6	4	5	3	...	...	...	...	...	...	...	...	18	5
4
5
6	1	4	4	1	...	1	...	2	...	...	...	...	...	...	...	...	...	...	2	1
7
8
9	1	6	6	...	...	2	2	2	...	...	...	...	...	...	...	...	...	...	3	1
10	1	5	5	1	...	1	1	2	...	...	...	...	...	...	...	...	...	...	3	1
11	3	5	5	...	2	...	2	1	First Inspection	4	...
12	1	5	5	1	...	1	1	...	1	1	...	...	...	...	...	...	...	...	4	...
13	1	7	7	...	1	1	...	2	...	2	1	No Record	6	6
14	1	7	7																		

Name of School.	Class.	Scholars on Roll				Average Attendance			
		during				during			
		4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.	4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.
24. Nachtwacht ...	Poor	31	31	30	(30)	28	26	23	(25)
25. Nootgedacht ...	Poor	...	...	13	17	...	...	12	16
26. Oudeplaats ...	Poor	19	20	19	18	17	18	17	16
27. Wolfgat ...	Poor	20	20	19	19	18	18	16	16
28. Bredasdorp ...	(Eng. Ch.) B	80	95	75	88	52	63	55	67
29. Napier ...	(do.) B	49	43	36	36	29	28	21	25
30. Struis Bay ...	(do.) B	30	36	36	36	27	32	32	33
31. Wagenhuis Krantz...	(do.) B	47	44	43	49	41	42	40	44
32. Elim....	(Mor.) B	238	241	255	255	222	219	244	242
Total ...	...	891	911	899	905	766	793	792	807

BRITSTOWN : Inspector Grant.

1. Britstown ...	A 2	156	162	161	155	149	152	152	144
2. De Aar (Railway) ...	A 2	128	122	131	127	117	116	123	118
3. De Put ...	A 3	...	...	...	30	...	...	...	27
4. Quaggas Poort ...	A 3	10	...	...	...	6	...	...	...
5. Brakfontein... J. W. S. v. Heerden	P.F.	10	10	...	...	9	10	...	...
6. Ganskuil ... B. v. d. Merwe	P.F.	...	6	8	10	...	6	8	10
7. Kareeput ... J. M. Kock	P.F.	...	...	...	(5)	...	...	...	(5)
8. Kolkenburg ... Z. B. Grové	P.F.	9	...	...	...	9	...	...	...
9. Nieuwjaarsfontein ... P. J. Marais	P.F.	...	...	6	5	...	...	6	5
10. Rietgat ... F. Sutherland	P.F.	...	5	11	14	...	5	11	13
11. Britstown ... (D.R.C.)	B	56	61	62	63	46	52	54	49
12. De Aar ... (do.)	B	...	47	59	48	...	46	52	39
13. Do. ... (Eng. Ch.)	B	148	126	119	117	109	104	85	85
14. Do. ... (Wes.)	B	120	96	80	72	107	85	70	63
Total ...	...	637	635	637	641	552	576	561	553

CALEDON : Inspector Theron.

1. Caledon ...	A 1	174	183	191	196	158	160	172	171
2. Villiersdorp ...	A 2	145	156	159	160	131	146	145	144
3. Boontjes Kraal ...	A 3	12	13	11	13	11	11	10	12
4. Bot River ...	A 3	14	15	...	...	12	13	...	...
5. Grabouw (Palmiet River)...	A 3	...	23	25	29	...	19	22	26
6. Greyton ...	A 3	95	92	92	95	90	86	86	91
7. Groot Vlei ...	A 3	16	20	17	15	10	15	14	12
8. Hermanus ...	A 3	70	69	67	61	58	59	54	54
9. Roskeen (Mond House) ...	A 3	...	11	18	17	...	11	17	17
10. Stanford ...	A 3	64	59	58	61	49	49	42	51
11. Zandfontein...	A 3	15	16	16	17	13	15	12	15
12. Dasjesfontein ... I. S. le Roux	P.F.	5	5	5	5	5	5	5	5
13. Hartebeest River ... J. H. de Kock	P.F.	9	8	8	8	7	7	6	6
14. Klein Ezeljacht ... J. F. de Wet	P.F.	10	8	...	...	9	5	...	...
15. Klipdrift ... J. P. le Roux	P.F.	21	18	19	19	20	18	18	18
16. Krom River ... S. D. Maree	P.F.	8	8	8	8	8	8	8	7
17. Mill River ... M. G. Viljoen	P.F.	12	16	14	15	12	14	13	14
18. Modder River ... J. M. de Villiers	P.F.	19	22	...	...	16	18	...	...
19. Paardenberg ... J. Swart	P.F.	...	...	(14)	16	...	...	(14)	16
20. Pheasants Kraal ... H. C. M. de Wet	P.F.	...	13	12	17	...	12	11	16
21. Phezant Kraal (Bot River) ... P. Roux	P.F.	...	...	...	17	...	...	...	16
22. Rooivlei ... Mrs. J. v. Brakel	P.F.	...	16	17	15	...	13	14	13
23. Voorhoeden ... W. Metcalf	P.F.	9	10	10	10	8	9	9	9
24. Wagenbooms Kloof ... G. P. de Wet	P.F.	...	...	(5)	10	...	...	(4)	9
25. Alexander's Kloof ...	Poor	17	15	14	18	14	13	12	16
26. Bok River ...	Poor	22	18	14	20	19	15	13	18

Inspection Qr.	On Roll.	Present at Inspection.	Sub-Standards.		Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Pupil Teachers.			Unclassified.	Higher.	Same.	Lower.	Presented.	Passed.
			A.	B.									I.	II.	III.						
								
24	2	30	27	13	4	4	4	2	...	...	...	...	...	...	...	3	4	...	14	8
25	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
26	2	20	20	2	1	4	2	3	3	5	...	...	...	...	...	14	3	...	17	14
27	1	20	20	5	8	5	...	2	...	...	...	...	...	...	...	4	3	...	9	6
28	1	95	74	44	10	6	9	4	1	...	...	...	...	...	...	13	4	...	21	17
29	2	35	31	19	5	6	1	...	...	...	...	...	...	...	...	4	1	...	7	6
30	2	37	30	15	8	7	...	...	...	...	...	...	...	...	...	7	2	...	9	7
31	2	46	46	37	7	2	...	...	...	...	...	...	...	...	...	Sch. in abeyance	...	...	8	2
32	1	246	243	64	51	39	46	19	24	...	...	...	...	...	...	100	33	...	145	103
1	4	153	149	39	9	17	16	31	13	11	8	2	...	...	...	62	8	...	98	88
2	4	122	121	31	22	25	12	11	9	3	2	4	...	...	...	48	3	...	67	63
3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5	1	10	10	4	...	1	3	...	2	...	...	...	...	...	...	First Inspection	...	...	6	6
6	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
7	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
8	4	9	9	...	1	1	...	2	1	1	3	...	...	...	...	7	...	...	8	8
9	2	5	5	...	...	1	...	3	1	...	...	...	...	...	...	First Inspection	...	...	5	5
10	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
11	4	56	49	38	3	3	5	...	...	...	...	...	...	...	...	7	1	...	8	8
12	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
13	1	128	116	43	19	21	16	8	6	...	...	...	...	...	...	27	15	...	59	37
14	1	100	97	53	15	11	4	12	2	...	...	...	...	...	...	16	14	...	34	19
1	4	176	172	32	20	20	19	21	23	16	13	2	2	2	2	...	88	1	...	114	111
2	3	160	150	23	18	18	31	14	10	12	6	6	7	3	2	...	80	3	...	97	94
3	1	13	13	2	1	1	1	2	3	2	1	...	...	...	...	6	3	...	11	8
4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5	2	25	25	8	6	2	3	1	3	2	...	...	...	...	...	8	...	...	11	8
6	4	96	94	15	7	16	14	6	13	6	5	...	3	...	9	50	3	...	60	59	
7	1	20	16	5	4	3	3	1	...	...	...	...	...	...	...	5	...	...	8	7
8	3	68	65	25	11	3	12	6	6	2	...	...	...	...	...	21	4	...	32	29
9	1	11	11	2	...	1	...	2	1	...	2	2	...	...	...	6	...	...	8	8
10	1	59	59	18	14	13	5	5	...	3	1	...	...	...	...	17	11	...	31	19
11	1	16	14	2	2	3	2	1	3	1	...	...	...	...	...	10	...	...	10	10
12	1	5	4	...	1	3	...	...	...	...	...	...	...	...	...	First Inspection	...	...	3	3
13	1	8	8	1	1	2	...	1	1	2	...	...	...	...	...	5	...	...	6	6
14	1	10	9	1	1	3	...	3	1	...	...	...	...	...	...	7	...	...	7	7
15	1	18	17	9	7	...	1	...	...	...	...	...	...	...	...	First Inspection	...	...	1	1
16	1	8	8	...	2	1	2	1	2	...	...	...	...	...	...	2	4	...	6	2
17	1	16	16	6	5	2	3	...	...	...	...	...	...	...	...	First Inspection	...	...	5	5
18	1	22	19	3	3	3	2	5	3	...	...	...	...	...	...	9	2	...	15	10
19	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
20	3	17	15	5	4	...	3	...	3	...	...	...	...	...	...	6	...	...	6	6
21	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
22	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
23	1	10	10	1	...	2	1														

Name of School.	Class.	Scholars on Roll				Average Attendance			
		during				during			
		4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.	4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.
CAPE SUBURBS AND DISTRICT : Inspector Noaks.									
1. Tokai Porter Reformatory (Unaided) ...	Sp.	...	...	...	...	...	...	...	...
2. Rondebosch Boys' High School ...	A 1	185	187	186	187	168	177	170	172
3. Do., Girls' High School ...	A 1	244	245	247	250	222	232	224	235
4. Simonstown High School (S) ...	A 1	187	199	198	191	170	187	177	173
5. Wynberg Boys' High School ...	A 1	197	210	211	222	183	199	198	207
6. Do., Girls' High School ...	A 1	235	242	247	256	210	225	221	232
7. Claremont ...	A 2	212	199	211	203	187	179	172	177
8. Durbanville ...	A 2	90	88	87	82	82	83	78	74
9. Maitland ...	A 2	221	235	231	233	199	207	201	205
10. Mowbray ...	A 2	68	62	72	81	63	58	64	75
11. Muizenberg ...	A 2	40	49	58	55	37	46	52	49
12. Observatory Road, Boys' ...	A 2	297	301	309	335	272	277	284	315
13. Do., Girls' ...	A 2	356	369	409	395	325	341	362	364
14. Philadelphia ...	A 2	57	61	62	66	50	55	54	61
15. Plumstead ...	A 2	81	85	102	104	70	74	82	84
16. Woodstock ...	A 2	290	292	317	323	264	266	280	294
17. Bellville ...	A 3	61	52	49	53	55	48	41	43
18. Brooklyn ...	A 3	62	62	61	63	53	56	55	57
19. Claremont ... (Eng. Ch.)	A 3	230	233	231	226	203	209	189	193
20. Hout Bay ...	A 3	29	28	28	23	21	22	22	17
21. Kalk Bay ...	A 3	55	63	61	55	48	56	52	46
22. New Eisleben ...	A 3	22	20	21	23	17	14	15	19
23. Noordhoek ...	A 3	53	48	54	49	40	37	37	34
24. Parow ...	A 3	68	74	69	66	59	69	63	57
25. Philippi ...	A 3	38	37	33	30	33	29	24	23
26. Retreat ...	A 3	(64)	69	76	71	(50)	58	61	54
27. Rondebosch, Marsh Memorial Homes ...	A 3	62	64	53	60	57	60	44	54
28. Rondebosch, St. Michael's ... (R.C.)	A 3	161	171	160	151	134	140	129	129
29. Salt River (Railway) ...	A 3	350	331	317	304	304	290	262	267
30. Springfield (Wynberg Flats) ...	A 3	91	96	105	104	77	87	84	85
31. Stikland Siding ...	A 3	...	30	35	33	...	27	31	28
32. Tokai ...	A 3	64	58	61	61	59	49	47	50
33. Woodstock ... (D.R.C.)	A 3	159	161	155	156	133	142	125	132
34. Do., ... (Eng. Ch.)	A 3	231	217	228	228	195	190	189	209
35. Do., ... (R.C.)	A 3	397	355	373	392	354	313	317	346
36. Wynberg ... (Luth.)	A 3	113	111	110	106	89	96	86	88
37. Do., Ottery Road ... (Eng. Ch.)	A 3	163	159	155	142	149	152	137	127
38. Do., St. Anne's ... (R.C.)	A 3	124	126	142	143	110	110	118	121
39. Do., School of Industry ...	A 3	103	108	111	116	92	96	93	98
40. Ndabeni ...	E	41	34	32	28	27	24	20	19
41. Observatory Road ...	E	...	19	23	22	...	17	19	16
42. Salt River (Railway) ...	E	52	46	66	87	41	37	57	70
43. Do., Technical Classes (Railway) ...	E	55	...	69	62	52	...	65	60
44. Simonstown ...	E	20	20	20	26	19	19	18	22
45. Wynberg, Ottery Road ...	E	30	48	51	56	27	44	47	49
46. Blauwberg ... R. A. M. Cloete	P.F.	15	15	15	16	14	14	15	15
47. Brakfontein ... P. W. Cloete	P.F.	...	...	...	9	...	...	...	8
48. Frederick's Kraal ... A. A. Louw	P.F.	...	8	8	11	...	8	7	10
49. Klein Constantia ... Mrs. van der Byl	P.F.	...	...	6	5	...	...	5	5
50. Kuiperskraal ... S. H. Malan	P.F.	...	...	8	8	...	...	7	8
51. Mariendal ... P. W. Louw	P.F.	(7)	7	4	4	(7)	7	4	4
52. Oatlands ... R. Starke	P.F.	10	8	8	8	9	7	7	7
53. Occult Dale ... A. Visser	P.F.	6	6	7	7	6	6	5	7
54. Olifants Kop ... S. J. v. d. Spuy	P.F.	...	...	...	10	...	...	...	9
55. Rondeboschjes Heuvel ... J. S. Theunissen	P.F.	...	...	5	6	...	...	5	5
56. Maitland Camp ...	B	68	62	61	63	60	48	46	50
57. Uitvlugt ... (Common)	B	67	67	65	74	55	52	51	58
58. Wynberg ... (Bap.)	B	146	141	137	134	106	111	89	96
59. Do. Newtown ... (Cong.)	B	...	...	...	47	...	...	...	34

Inspection Qr.	On Roll.	Present at Inspection.	Sub-Standards.		Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Pupil Teachers.			Unclassified.	Higher.	Same.	Lower.	Presented.	Passed.	
			A.	B.									I.	II.	III.							
1	4	148	142	115	8	6	8	5	...	...	...	...	...	...	...	...	...	...	...	...	20	17
2	3	188	179	14	8	22	28	21	27	24	16	10	7	1	...	1	...	...	...	...	161	133
3	3	250	243	10	19	16	38	28	36	36	31	15	9	...	1	2	2	...	...	...	209	191
4	3	187	179	18	20	26	37	23	26	8	6	7	3	1	1	2	1	...	...	...	137	112
5	3	221	220	2	8	22	39	30	44	28	20	17	10	...	...	...	...	...	...	...	214	191
6	3	259	239	26	18	22	25	28	32	26	29	12	16	1	1	3	...	...	...	...	195	148
7	3	204	190	49	26	24	28	33	13	6	4	1	...	3	1	2	...	...	...	...	113	90
8	1	90	89	9	11	9	16	7	14	19	4	...	...	...	...	...	...	...	...	...	70	52
9	2	232	221	52	48	25	32	24	27	10	3	...	...	...	...	...	...	...	...	...	123	118
10	4	68	65	8	3	14	11	11	8	7	2	1	...	...	...	...	...	...	...	...	55	41
11	1	53	51	4	11	8	6	6	8	5	3	...	...	...	...	...	...	...	...	...	37	36
12	3	323	307	32	18	35	60	56	47	41	8	4	...	2	3	1	...	...	...	...	256	226
13	3	410	398	126	59	34	52	50	33	25	13	4	...	1	...	1	...	...	...	...	213	201
14	2	61	60	4	8	6	5	14	9	10	3	...	...	...	...	...	...	...	...	...	49	34
15	2	103	77	13	7	16	14	13	9	4	1	...	...	...	...	...	...	...	...	...	57	54
16	4	273	272	48	48	41	38	29	35	14	12	2	...	2	1	2	...	...	...	...	175	159
17	1	53	51	9	9	5	11	7	5	5	...	...	...	...	...	...	...	...	...	...	33	30
18	2	62	61	19	14	6	10	9	3	...	...	...	...	...	...	...	...	...	...	...	30	26
19	1	235	226	72	30	38	33	20	20	7	2	1	...	3	...	...	...	...	...	...	122	118
20	2	28	28	4	7	5	4	4	4	...	...	...	...	...	...	...	...	...	...	...	19	14
21	1	69	67	21	6	13	5	7	7	7	1	...	...	...	...	...	...	...	...	...	40	26
22	4	23	23	4	5	6	4	4	...	...	...	...	...	...	...	...	...	...	...	...	15	5
23	2	54	53	15	8	8	11	1	7	1	1	1	...	...	...	...	...	...	...	...	30	19
24	1	75	74	27	16	12	4	11	3	1	...	...	...	...	...	...	...	...	...	...	34	25
25	2	37	31	6	5	6	3	5	2	3	1	...	...	...	...	...	...	...	...	...	25	19
26	2	76	75	19	15	15	9	10	7	...	...	...	...	...	...	...	...	...	...	...	47	37
27	3	61	56	8	12	9	13	8	5	1	...	...	...	...	...	...	...	...	...	...	36	32
28	2	163	145	21	18	19	34	19	20	6	4	3	...	...	1	...	...	...	...	...	116	80
29	3	308	297	83	46	62	56	16	22	9	2	...	...	...	1	...	...	...	...	...	168	163
30	2	96	95	25	15	16	24	9	6	...	...	...	...	...	...	...	...	...	...	...	57	47
31	1	31	29	11	6	5	6	1	...	...	...	...	...	...	...	...	...	...	...	...	12	11
32	3	62	61	18	7	13	10	8	5	...	...	...	...	...	...	...	...	...	...	...	37	34
33	1	162	148	48	36	20	17	11	13	3	...	...	...	...	...	...	...	...	...	...	70	53
34	2	236	227	73	24	28	34	38	22	4	1	...	...	1	2	...	...	...	...	...	128	104
35	3	396	382	83	84	56	48	51	36	14	4	...	3	2	1	...	...	...	...	...	214	181
36	1	114	114																			

Name of School.	Class.	Scholars on Roll				Average Attendance			
		during				during			
		4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.	4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.
7. Cape Town, Good Hope Sem. High Sch.	A 1	236	222	220	223	216	208	196	203
8. Do., Normal Coll., Boys' High Sch.	A 1	374	376	372	358	349	359	342	335
9. Do., do. Girls' ...	A 1	352	356	337	329	325	329	294	294
10. Do., S. A. College, High School...	A 1	356	322	321	325	310	305	294	306
11. Do., do., (Preparatory)	A 1	145	131	144	150	130	124	131	132
12. Green and Sea Point, Boys' High School	A 1	160	157	158	158	149	149	147	147
13. Do., Girls' ...	A 1	290	281	290	302	262	262	261	276
14. Cape Town, Dock District ...	A 2	144	141	134	136	125	117	118	115
15. Do., East End ...	A 2	187	193	195	190	173	180	169	171
16. Do., Hopemill, Hebrew ...	A 2	326	350	335	335	317	335	317	308
17. Do., Tamboer's Kloof ...	A 2	56	60	61	63	51	55	56	59
18. Do., West End ...	A 2	164	180	176	163	145	163	155	144
19. Do., William Frederick ...	A 2	93	93	91	83	84	83	80	75
20. Do., Albertus Street ...	A 3	317	343	340	335	276	297	280	278
21. Do., Constitution Street, Hebrew	A 3	165	171	171	167	160	164	161	156
22. Do., Kinderzending (D.R.C.)	A 3	35	33	33	30	33	32	29	29
23. Do., Pepper Street ...	A 3	188	192	200	216	178	182	187	200
24. Do., St. Aloysius' ... (R.C.)	A 3	215	202	216	208	191	185	185	176
25. Do., St. Bridget's ... (do.)	A 3	143	150	162	157	124	134	137	132
26. Do., St. Hilda's ... (Eng. Ch.)	A 3	41	33	41	37	39	30	37	35
27. Do., St. Michael's ... (do.)	A 3	129	140	135	143	121	132	126	135
28. Do., St. Patrick's ... (R.C.)	A 3	135	160	157	153	115	141	130	122
29. Do., St. Philip's ... (Eng. Ch.)	A 3	114	106	117	117	89	92	94	99
30. Do., Trinity ... (do.)	A 3	193	187	184	193	176	167	160	172
31. Robben Island ...	A 3	54	58	59	58	48	54	54	53
32. Cape Town, Hofmeyr Home ...	D	48	50	51	48	48	50	51	48
33. Do., Zonnebloem ...	D	189	171	180	178	173	158	164	163
34. Do., Commercial ...	E	33	15	10	17	25	10	7	12
35. Do., G.P.O. Technical ...	E	22	21	29	34	18	17	21	30
36. Do., Hope Street ... (R.C.)	E	...	50	23	...	...	29	10	...
37. Do., St. Aloysius' ... (do.)	E	...	42	56	54	...	33	38	36
38. Do., St. Columba's ... (Eng. Ch.)	E	51	58	51	45	39	42	33	32
39. Do., St. Paul's ... (do.)	E	58	67	45	34	32	48	24	32
40. Do., St. Philip's ... (do.)	E	32	27	26	27	18	20	16	20
41. Do., Training Institute ...	E	34	33	37	37	29	29	32	34
42. Do., Muir Street ... (Berl.)	B	83	113	124	151	59	90	93	111
43. Do., Harrington Street (Cong.)	B	...	...	47	52	...	...	44	47
44. Do., Bree Street ... (D.R.C.)	B	184	202	215	...	137	162	155	...
45. Do., Hanover Street (do.)	B	195	206	204	211	145	165	147	152
46. Do., Rogge Bay ... (do.)	B	108	115	107	123	84	83	72	84
47. Do., St. Stephen's ... (do.)	B	213	183	168	192	201	173	151	181
48. Sea Point ... (do.)	B	67	68	63	59	50	46	41	37
49. Cape Town, St. Augustine's (Eng. Ch.)	B	90	96	79	76	64	75	58	59
50. Do., St. George's ... (do.)	B	195	199	195	192	168	176	166	162
51. Do., St. Mark's ... (do.)	B	290	285	286	300	228	234	229	239
52. Do., St. Paul's ... (do.)	B	493	486	400	531	371	389	301	422
53. Do., St. Philip's ... (do.)	B	411	403	388	370	343	344	308	293
54. Do., School of Industry (do.)	B	163	193	201	237	126	164	149	180
55. Do., Frere Street ... (Mor.)	B	138	138	145	161	125	126	128	137
56. Do., Sir Lowry Road ... (R.C.)	B	89	72	74	74	63	52	50	53
Total ...		7949	8044	7982	7956	6849	7085	6738	6814

* These figures are not included in the Total, as the Pupils are attached to other Schools.

Inspection Qr.	On Roll.	Present at Inspection.	Sub-Standards.		Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Pupil Teachers.			Unclassified.	Higher.	Same.	Lower.	Presented.	Passed.		
			A.	B.									I.	II.	III.								
										
7	4	236	227	22	18	19	19	21	31	28	27	19	19	2	1	1	...	112	11	...	183	154	
8	4	340	336	...	...	2	48	47	68	46	39	25	45	9	4	3	...	208	35	1	320	270
9	2	337	328	64	40	44	34	45	44	29	19	...	...	2	4	3	...	137	30	...	227	163
10	4	332	307	...	...	...	...	...	25	52	62	51	117	...	...	...	...	135	48	2	307	226
11	3	157	154	12	8	21	27	38	48	...	...	...	...	...	...	...	...	81	3	...	136	127
12	4	156	154	...	1	21	23	36	27	17	6	11	12	...	...	...	...	70	21	...	154	110
13	4	287	274	75	22	35	27	26	24	31	17	11	5	...	...	...	1	107	14	...	172	155
14	2	136	130	42	22	24	10	11	14	3	3	...	...	1	...	...	...	43	11	...	65	53
15	2	198	193	88	14	26	23	15	14	5	3	1	...	2	2	...	...	49	8	...	89	68
16	4	322	314	80	29	43	43	48	30	20	11	9	...	1	...	...	...	134	11	...	205	192
17	2	63	63	25	14	9	8	4	2	1	...	...	...	...	...	...	...	17	2	...	27	22
18	1	183	176	54	26	22	22	11	19	13	2	4	...	1	1	1	...	55	7	...	93	81	
19	1	97	88	11	16	14	16	11	7	9	2	...	...	1	1	...	...	31	12	...	63	38
20	2	335	302	100	56	34	41	33	21	7	6	...	...	...	3	1	...	77	43	...	157	97
21	4	164	164	44	38	37	25	19	...	...	...	...	...	1	...	...	...	71	6	...	83	75
22	1	35	35	8	7	5	6	7	...	2	...	...	...	...	...	...	...	11	9	...	22	14
23	1	194	192	49	41	20	40	15	13	8	1	...	...	2	2	1	...	65	13	...	104	86
24	1	211	195	44	31	36	21	19	22	11	7	4	...	...	...	...	...	68	28	...	126	75
25	1	162	152	46	26	18	19	15	12	5	5	...	...	2	2	2	...	40	19	...	79	53
26	2	36	35	...	3	4	13	6	5	2	1	...	...	...	1	...	...	10	12	...	34	12
27	2	141	139	46	21	22	23	12	8	5	...	...	...	1	1	...	...	39	20	...	70	53
28	1	160	154	69	25	17	11	12	14	...	...	...	...	2	2	2	...	29	11	...	60	38
29	1	106	100	49	18	12	13	7	1	...	...	...	...	...	...	...	...	19	4	...	35	31
30	2	188	177	55	27	20	19	17	20	7	4	4	...	2	2	...	...	63	13	...	98	76
31	2	59	59	17	11	7	6	2	6	4	5	...	...	1	...	...	...	23	5	...	32	24
32	3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
33	2	182	180	20	23	26	26	22	23	16	8	...	...	5	3	2	6	61	22	...	122	83
34	3	30	20	...	...	...	...	...	...	...	...	...	...	...	...	20	...	Not comparable	...	...	...	...
35	3	34	25	...	...	...	...	...	...	...	...	...	...	...	25	...	...	Not comparable	...	...	...	...
36	2	26	17	3	3	5	6	First Inspection	14	2
37	2	53	43	14	12	8	5	4	First Inspection	20	14
38	1	57	49	23	5	3	10	7	1	...	...	...	...	...	...	...	...	2	3	...	21	9
39	1	85	62	21	13	18	6	4	...	...	...	...	...	...	...	...	...	13	8	...	35	12
40	1	31	27	13	2	1	8	2	1	...	...	...	...	...	...	...	...	2	3	...	13	8
41	1	36	28	...	1	1	3	7	11	2	2	1	...	...	...	...	...	5	...	...	27	23
42	1	114	92	81	8	2	...	1	First Inspection	7	2
43	2	65	54	40	9	2	3	First Inspection	14	0
44	1	199	183	118	28	11	17	7	1	...	...	...	...	...	...	...	...	21	15	...	46	27
45	1	205	169	110	28	6	12	8	3	2	...	...	...	...	...	...	...	23	1	...	35	27
46	1	123	94	66	7	10	8	3	...	...	...	...	...	...	...	...	...	7	8	1	23	15
47	1	180	154	93	25	14	11	10	...	...	...	...	...	1	...	...	...	23	14	...	44	26
48	1	59	56	21	14	11	5	4	1	...	...	...	...	...	...	...	...	10	7	...	26	15
49	2	81	59	35	6	11	4	2	...	...	...	...	...	...	...	1	...	9	5	...	18	13
50	2	211	184	93	32	23	19	8	4	3	1	...	...	...	1	...	...	35	19	...	64	38
51	2	263	253	137	43	36	20	9	8	...	...	...	...	...	...	...	...	42	18	...	81	46
52	2	437	389	216	79	44	22	10	10	3	...	...	...	...	3	2	...	23	61	...	114	25
53	1	393	368	273	42	28	13	4	5	2	...	...	...	1	...	...	...	41	5	...	52	47
54	1	198	185	101	21	24	26	10	2	...	...	...	...	...	1	...</						

Name of School.	Class.	Scholars on Roll				Average Attendance			
		during				during			
		4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.	4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.
CARNARVON : Inspector Russell.									
1. Carnarvon	A 2	144	142	140	146	135	133	130	138
2. Bastardsfontein	P.F.	...	7	7	8	...	7	7	7
3. Carels Graf	P.F.	...	...	...	5	...	...	...	5
4. Gannapan	P.F.	...	...	...	7	...	...	...	7
5. Gansvlei	P.F.	8	9	7	7	7	8	6	7
6. Garstkolk	P.F.	5	5	5	5	5	5	5	5
7. Oorlogshcek	P.F.	...	8	11	10	...	8	11	10
8. Scorpion Drift	P.F.	...	...	...	(5)	...	...	...	(5)
9. Zandvlei	P.F.	...	...	...	...	...	...	...	...
10. Zwarttrand	P.F.	...	...	...	10	...	...	...	10
11. Van Wyk's Vlei	Poor	35	31	37	25	31	29	25	22
12. Carnarvon (Rhen. M)	B	164	148	144	143	152	134	131	129
Total ... ..	...	356	350	341	366	330	324	315	340
CATHCART : Inspector Young.									
1. Cathcart	A 1	207	196	188	173	181	172	155	144
2. Hilton	A 2	35	33	32	27	34	31	30	25
3. Fenfield	A 3	9	...	...	...	7	...	...	...
4. Giddy's Farm	A 3	16	15	15	17	15	14	14	16
5. Hove	A 3	20	15	12	10	18	13	11	10
6. Toise River Station (Railway)	A 3	...	12	15	17	...	11	12	14
7. Waku Station (Railway)	A 3	17	15	15	17	14	13	11	14
8. Woodburn	A 3	11	11	11	11	11	11	11	11
9. Coolin	P.F.	...	5	5	6	...	5	5	6
10. Crawley	P.F.	7	6	8	8	6	6	8	8
11. Eilerslie	P.F.	7	7	8	10	7	7	8	9
12. Fenfield	P.F.	...	6	8	7	...	5	7	6
13. Glenfillan	P.F.	...	(4)	5	5	...	(4)	5	5
14. Lang Draai	P.F.	6	10	9	8	5	9	8	7
15. Lowestoffe	P.F.	6	6	6	...	6	6	6	...
16. Middledrift	P.F.	10	...	...	...	9	...	...	...
17. Mile End	P.F.	...	...	9	9	...	...	9	8
18. Raglan	P.F.	7	7	6	7	7	7	6	6
19. Rockford	P.F.	6	7	7	7	5	7	6	7
20. Roslyn	P.F.	5	...	...	...	5	...	...	...
21. Sidespur	P.F.	9	7	6	7	6	7	6	7
22. The Downs	P.F.	...	...	...	5	...	...	...	5
23. Underchurch	P.F.	...	6	6	6	...	5	5	5
24. Wanstead	P.F.	6	6	6	6	6	6	6	6
25. Goshen (Mor.)	B	122	124	137	136	106	116	120	120
26. Cathcart Location (Wes.)	B	68	91	90	91	65	84	78	80
27. Toplands (do.)	B	23	...	...	...	22	...	...	...
Total ... ..	...	597	585	604	590	535	535	527	520
CERES : Inspector Robertson.									
1. Ceres... ..	A 1	165	177	178	186	154	164	155	170
2. Prince Alfred's Hamlet	A 2	85	85	77	80	73	76	65	67
3. Kleinfontein	A 3	18	17	14	15	16	16	11	14
4. Kromfontein	A 3	14	14	13	15	14	13	12	13
5. Zoetfontein	A 3	17	16	15	15	16	15	14	14
6. Het Kruis	P.F.	...	(8)	9	9	...	(8)	8	9
7. Karee Kloof	P.F.	5	5	5	5	5	5	5	5
8. Patatas River	P.F.	...	...	(5)	5	...	...	(5)	5
9. Tuins Kloof	P.F.	6	7	8	10	6	7	8	9

Inspection Qr.	On Roll.	Present at Inspection.	Sub-Standards.		Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Pupil Teachers.			Unclassified.	Higher.	Same.	Lower.	Presented.	Passed.	
			A.	B.									I.	II.	III.							
			1.	2.									3.	4.	5.							
1	2	141	141	19	16	21	20	17	13	17	9	5	...	2	2	...	81	2	...	102	94	
2	2	7	7	3	1	1	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3	2	5	5	2	1	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5	2	7	7	4	3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
6	2	5	5	2	1	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...
7	2	12	12	3	3	2	3	1	...	...	...	...	...	...	...	...	...	...	...	...	...
8	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
9	2	5	4	1	...	2	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...
10	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
11	2	26	25	5	7	7	3	2	1	...	...	...	...	...	...	...	...	...	...	...	...
12	2	149	142	60	23	24	21	9	5	...	...	...	...	...	...	...	41	20	...	66	39	
CATHCART : Inspector Young.																						
1	1	200	189	31	5	22	26	25	15	28	18	6	7	1	3	2	...	94	6	...	141	129
2	1	33	33	...	1	2	2	5	2	6	5	6	3	...	...	1	...	18	1	...	28	27
3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4	1	15	14	3	4	5	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5	1	15	14	2	...	1	2	2	2	3	1	1	...	...	...	...	...	...	...	...	...	...
6	2	15	12	6	...	2	1	1	2	...	...	...	...	...	...	...	...	...	...	...	...	...
7	1	15	14	2	1	1	1	6	3	...	...	...	...	...	...	...	...	...	...	...	...	...
8	1	12	12	1	1	...	2	3	1	2	2	...	...	...	...	...	...	...	...	...	...	...
9	1	5	5	...	...	1	2	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...
10	1	6	6	...	...	2	2	...	...	1	...	1	...	...	...	...	...	...	...	...	...	...
11	1	7	7	1	...	1	...	2	...	3	...	...	...	...	...	...	...	...	...	...	...	...
12	1	6	6	3	...	...	2	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...
13	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
14	1	10	10	2	...	3	1	...	4	...	...	...	...	...	...	...	...	...	...	...	...	...
15	1	6	6	1	...	1	2	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...
16	4	10	10	1	...	1	1	...	2	4	1	...	...	...	...	...	...	...	...	...	...	...
17	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
18	1	7	7	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
19	1	7	6	1	...	1	...	1	2	...	1	1	...	...	...	...	...	...	...	...	...	...
20	4	5	5	...	...	...	...	...	1	...	4	...	...	...	...	...	...	...	...	...	...	...
21	1	7	7	...	...	2	2	1	1	1	...	...	...	...	...	...	...	...	...	...	...	...
22	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
23	1	6	6	1	...	1	1	2	1	...	...	...	...	...	...	...	...	...	...	...	...	...
24	1	6	6	1	...	...	1	1	3	...	...	...	...	...	...	...	...	...	...	...	...	...
25	1	119	116	15	13	11	26	22	16	13	...	...	...	...	...	...	65	20	1	88	73	
26	4	68	63	29	7	9	6	8	4	...	...	...	...	...	...	...	9	11	...	30	20	
27	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

Name of School.	Class.	Scholars on Roll				Average Attendance			
		during				during			
		4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.	4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.
10. Middelplaats	Poor	15	17	18	18	14	16	17	17
11. Uitkomst	Poor	17	15	14	...	15	13	11	...
12. Ceres... .. (D.R.C.)	B	99	113	119	114	94	107	95	104
13. Do. (Eng. Ch.)	B	112	121	113	113	98	108	98	87
14. Prince Alfred's Hamlet ... (do.)	B	44	45	52	50	33	32	24	45
Total ... ..	...	597	632	635	635	538	572	523	559

CLANWILLIAM : Inspector Hofmeyr.

1. Clanwilliam	A 2	36	31	30	29	30	26	27	26
2. Augsburg	A 3	43	40	36	33	36	36	33	32
3. Boven Lange Vallei	A 3	...	...	...	...	...	...	...	...
4. Fredriksdal (Oude Muur)... ..	A 3	11	18	15	14	10	16	12	12
5. Jakhal's Vlei (De Berg)	A 3	11	12	12	12	10	12	12	9
6. Klipfontein	A 3	14	17	...	18	11	16	...	17
7. Koraanshoogte	A 3	20	18	19	16	20	17	19	16
8. Langberg	A 3	26	24	24	22	23	22	23	21
9. Uitkomst	A 3	...	...	...	11	...	...	...	11
10. Wagendrift	A 3	20	30	25	25	17	25	16	18
11. Welbedacht	A 3	16	20	20	19	14	18	19	17
12. Zwartbosch Kraal	A 3	9	15	15	20	9	15	15	19
13. Brakfontein... .. A. J. Mouton	P.F.	...	...	...	6	...	...	...	6
14. Hex River C. J. Visser	P.F.	9	8	8	7	9	8	7	7
15. Kleinjurgens Kraal A. Marais	P.F.	10	10	10	10	9	9	10	10
16. Kridouw G. Olivier	P.F.	...	...	7	8	...	...	7	7
17. Olyvenbosch Kraal... .. D. B. Slabber	P.F.	...	(15)	12	19	...	(15)	12	19
18. Allendale	Poor	26	...	24	...	25	...	22	...
19. Boschkloof	Poor	15	24	...	24	14	22	...	23
20. Compagnies Drift	Poor	...	...	(14)	14	...	...	(13)	13
21. Jaagvallei	Poor	36	37	36	38	29	29	29	32
22. Kaffeis Kraal	Poor	...	...	...	14	...	...	...	13
23. Kookfontein	Poor	39	43	39	43	35	38	36	39
24. Clanwilliam... .. (D.R.C)	B	89	103	98	99	80	91	87	91
25. Elandskloof... .. (do.)	B	...	64	61	56	...	62	54	51
26. Clanwilliam (Eng. Ch.)	B	45	44	45	41	42	38	30	37
27. Wupperthal... .. (Rhen. M.)	B	142	148	153	152	126	136	121	140
Total ... ..	...	617	706	689	750	549	636	591	686

COLESBERG Inspector Spurway.

1. Colesberg	A 1	128	119	134	129	116	109	124	120
2. Naauwpoort Station (Railway)	A 2	177	186	204	202	159	169	181	182
3. Lekkerplaats	A 3	13	13	12	14	13	13	12	13
4. Naauwpoort Junc. Coloured (Railway)... ..	A 3	...	81	127	121	...	68	101	92
5. Norval's Pont (Railway)	A 3	39	32	33	39	30	25	26	32
6. Roodewal	A 3	16	...	...	14	15	...	...	13
7. Ruigtepoort... ..	A 3	13	13	14	12	13	12	13	12
8. Honing Krantz J. A. Venter	P.F.	...	15	15	11	...	15	15	11
9. Knoffelsfontein G. J. Jooste	P.F.	...	...	...	6	...	...	...	5
10. Kuipersfontein S. H. Boshoff	P.F.	...	...	...	10	...	...	...	10
11. Olivewood H. Waldeck	P.F.	7	7	8	7	7	6	7	6
12. Valschfontein C. T. Perry	P.F.	10	10	9	7	10	9	8	7
13. Weltevreden P. A. Pienaar	P.F.	...	...	5	8	...	...	5	7

Inspection Qr.	On Roll.	Present at Inspection.	Sub-Standards.		Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Pupil Teachers.			Unclassified.	Higher.	Same.	Lower.	Presented.	Passed.
			A.	B.									I.	II.	III.						
10	3	18	18	...	4	2	5	5	1	1	...	...	...	...	...	11	2	...	14	11
11	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
12	1	117	115	60	13	24	10	8	...	...	...	...	...	...	...	34	8	...	44	36
13	1	121	113	64	23	15	4	7	...	...	...	...	...	...	...	13	17	...	37	14
14	1	45	40	21	7	7	3	2	...	...	...	...	...	...	...	4	6	...	12	6
1	1	32	24	5	4	3	2	5	...	1	2	...	2	...	...	8	3	...	13	8
2	4	42	40	7	3	4	8	6	2	3	3	2	...	2	...	25	...	...	28	25
3	4	14	13	5	8	...	...	...	...	...	...	...	...	...	...	First Inspection	...	...	3	0
4	2	15	13	8	3	1	...	1	...	...	...	...	...	...	...	First Inspection	...	...	5	2
5	1	12	12	1	2	...	2	2	2	3	...	...	...	...	...	1	4	...	9	6
6	4	15	15	10	3	...	2	...	...	...	...	...	...	...	...	First Inspection	...	...	2	2
7	1	18	16	2	7	4	...	1	2	...	...	...	...	...	...	First Inspection	...	...	8	7
8	4	25	24	1	1	4	5	...	6	7	...	...	...	...	...	17	3	...	22	18
9	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
10	4	21	19	10	2	1	3	2	1	6	6	...	9	7
11	2	20	20	2	5	3	6	2	1	1	...	...	...	...	...	6	...	...	16	10
12	4	9	9	...	4	1	...	2	...	1	1	...	...	...	...	First Inspection	...	...	6	4
13	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
14	1	9	9	2	1	1	1	...	4	...	...	...	...	...	...	6	1	...	7	5
15	1	10	9	...	3	2	4	...	...	...	...	...	...	...	...	First Inspection	...	...	6	6
16	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
17	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
18	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
19	4	26	26	1	...	8	6	...	8	3	...	...	...	...	...	14	1	...	25	24
20	4	15	13	3	4	2	1	2	1	...	...	...	...	...	...	6	1	...	8	6
21	1	41	38	9	5	6	7	5	5	...	1	...	...	...	...	14	4	...	26	21
22	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
23	4	39	39	10	6	6	4	6	4	...	2	1	...	...	...	17	4	...	23	18
24	1	96	94	50	12	15	12	5	...	...	...	...	...	...	...	14	16	2	35	13
25	1	66	65	46	7	8	4	...	...	...	...	...	...	...	...	Sch. in abeyance	...	...	12	12
26	1	41	28	21	5	2	...	...	...	...	...	...	...	...	...	1	1	...	3	2
27	2	156	136	51	19	19	28	15	4	...	...	...	...	...	...	14	52	1	71	54
1	2	135	133	14	17	21	20	16	18	11	8	3	5	...	...	67	5	...	98	84
2	2	206	192	62	16	24	27	22	21	12	3	3	...	...	...	85	9	...	112	102
3	2	12	12	...	3	3	5	...	1	...	...	...	...	...	...	6	...	...	9	9
4	2	129	111	76	11	14	3	5	2	...	...	...	...	...	...	10	4	...	24	21
5	3	40	37	9	4	8	6	5	4	1	...	...	...	...	...	10	3	...	25	20
6	4	16	14	1	...	3	5	5	...	...	...	...	...	...	...	12	1	...	13	7
7	2	14	14	1	5	6	1	...	1	...	...	...	...	...	...	First Inspection	...	...	9	6
8	3	11	11	2	2	3	3	...	1	...	...	...	...	...	...	First Inspection	...	...	8	7
9	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
10	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
11	3	7	7	...	2	...	2	...	2	...	1	...	...	...	...	3	2	...	5	3
12	2	10	10	...	1	1	1	3	2	...	2	...	...	...	...	6	1	...	10	7
13	3	8	8	1	1	...	2	2	1	1	...	...	...	...	...	First Inspection	...	...	6	3

Name of School.	Class.	Scholars on Roll				Average Attendance			
		during				during			
		4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.	4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.
6. Amalinda	A 3	33	29	35	35	29	26	29	28
7. Bluewater (Upper Kwelegha)	A 3	10	11	11	12	9	10	10	11
8. Clifton	A 3	...	...	...	26	...	...	...	23
9. East London, Boys' (R.C.)	A 3	210	206	193	199	178	176	167	177
10. Do. Girls' (do.)	A 3	169	145	151	157	144	126	129	142
11. Keiskama Mouth	A 3	...	(10)	10	12	...	(10)	5	11
12. Lilyfontein	A 3	...	34	39	33	...	31	29	28
13. Lily Vale	A 3	25	25	25	25	22	23	10	22
14. Lower Amalinda	A 3	14	13	12	11	10	10	9	9
15. Maclean Town	A 3	49	48	49	53	42	44	44	47
16. Potsdam	A 3	50	52	47	45	41	44	37	40
17. The Quigney, Maristella Convent (R.C.)	A 3	114	131	133	133	111	121	129	124
18. Thornvlei	A 3	22	22	22	21	19	19	20	18
19. East London, Technical (Railway) ...	E	27	22	22	27	19	15	15	18
20. Bakenplaats... .. M. I. Cromhout	P.F.	...	11	11	12	...	11	11	12
21. Boxwood Mrs. P. F. Keen	P.F.	9	10	10	10	8	9	9	9
22. Bridle Drift T. Poole	P.F.	8	8	8	8	8	7	7	7
23. Brookly Villa J. Bowles	P.F.	7	8	...	...	7	8	...	...
24. Ellis Post W. R. Ellis	P.F.	9	9	9	10	8	8	8	9
25. Farm No. 113 E. Field	P.F.	17	16	14	14	14	13	13	12
26. Rockcliffe G. Forrester	P.F.	9	10	12	10	7	8	9	7
27. Shelford T. Willows	P.F.	7	7	9	9	6	6	8	8
28. Strongfountain A. Taylor	P.F.	10	8	8	7	9	8	7	6
29. Tainton Village J. A. van Niekerk	P.F.	12	5	5	5	11	5	4	5
30. Wilton Side... .. W. Adcock	P.F.	6	5	5	4	5	4	4	4
31. East London W., St. James' (Eng. Ch.)	B	47	46	(37)	...	39	40	(30)	...
32. Enqonqweni (do.)	B	31	39	(37)	...	26	33	(32)	...
33. Gwaba (do.)	B	60	62	68	62	42	44	50	61
34. Newlands, St. Luke's (do.)	B	93	100	98	97	72	79	78	80
35. Brakfontein (Ind.)	B	...	37	34	42	...	29	28	35
36. East London East (do.)	B	97	121	123	110	79	99	93	94
37. Do., West... .. (do.)	B	27	29	28	28	24	24	23	24
38. Maclean Town (do.)	B	69	64	64	61	58	42	46	47
39. East London (Hottentot) (U.F.C.)	B	114	122	112	120	103	112	103	111
40. Balura (Wes.)	B	...	...	(33)	37	...	...	(30)	33
41. East London East (do.)	B	94	93	(84)	86	91	82	(74)	72
Total		2572	2681	2465	2587	2194	2341	2068	2249

FORT BEAUFORT : Inspector T. W. Rein.

1. Adelaide	A 1	127	116	121	122	112	104	109	108
2. Fort Beaufort	A 1	97	95	97	104	85	88	88	94
3. Aasvogel Kranz	A 3	12	11	...	...	12	10	...	...
4. Blue Rock	A 3	16	20	18	17	13	20	17	16
5. Post Retief	A 3	9	...	...	...	6	...	...	...
6. Winterberg Spruit... ..	A 3	25	18	20	24	23	16	17	17
7. Annandale C. J. v. Vuuren	P.F.	...	...	...	5	...	...	...	5
8. Blinkwater F. W. Clarke	P.F.	8	9	9	9	7	8	8	7
9. Clifton (Klipplaatsdrift) Mrs. E. Moore oft	P.F.	7	12	12	12	6	11	10	12
10. Gateshead R. T. Sparks	P.F.	6	6	...	...	6	6	...	...
11. Klu Klu J. Mildenhall	P.F.	9	7	7	7	8	6	6	6
12. Louw's Kraal B. J. Engelbrecht	P.F.	7	...	...	...	6	...	...	...
13. Post Retief... .. J. D. Mills	P.F.	...	5	...	...	...	5	...	...
14. Richmond Hotel Mrs. v. d. Meulen	P.F.	5	6	5	7	5	6	5	7
15. Scurvy Kop... .. M. Moolman	P.F.	...	...	(10)	10	...	...	(10)	9
16. Waybank W. M. Hollis	P.F.	6	10	9	9	6	10	8	8
17. Zuiverfontein M. St. L. Bennett	P.F.	...	5	5	5	...	5	5	5
18. Adelaide	Poor	46	45	44	41	36	38	36	31
19. Blinkwater	Poor	20	19	21	21	17	17	18	17
20. Fort Beaufort	Poor	55	48	47	46	41	40	36	33

Inspection Qr.	On Roll.	Present at Inspection.	Sub-Standards.		Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex Standard.	Pupil Teachers.			Unclassified.	Higher.	Same.	Lower.	Presented.	Passed.
			A.	B.									I.	II.	III.						
6	3	33	33	11	3	3	7	1	6	...	1	1	...	...	...	4	12	...	21	4
7	1	21	20	6	7	2	2	2	1	...	...	...	...	...	...	No Record	...	...	7	5
8	3	29	26	16	4	2	4	...	...	...	...	...	...	...	...	First Inspection	...	...	6	5
9	3	213	203	53	21	30	31	32	23	10	...	...	1	2	...	86	1	...	126	120
10	3	162	157	53	13	18	25	16	16	9	...	...	4	3	...	55	3	...	84	79
11	3	12	12	2	...	4	4	2	...	...	...	...	...	...	...	First Inspection	...	...	10	8
12	3	34	24	7	4	...	8	3	1	1	...	...	...	...	...	First Inspection	...	...	13	7
13	3	25	25	4	3	1	5	3	8	...	1	...	...	...	...	12	5	...	18	12
14	3	11	10	...	3	3	3	3	1	...	...	...	...	...	...	8	1	...	10	9
15	3	54	53	11	6	6	9	9	4	5	2	...	...	1	...	24	5	...	36	26
16	3	45	45	12	10	10	3	6	1	3	...	...	...	...	...	22	1	...	23	22
17	3	143	117	49	12	15	16	13	8	4	...	...	...	...	...	32	4	...	59	52
18	3	22	22	2	3	2	2	2	4	6	...	1	...	...	...	11	4	...	17	13
19	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
20	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
21	3	10	10	2	...	1	2	1	1	1	2	...	...	...	...	7	1	...	8	7
22	3	8	8	...	...	3	...	3	2	...	...	...	...	...	...	4	1	...	8	7
23	3	7	7	...	1	1	4	...	1	...	...	...	...	...	...	5	...	...	7	3
24	3	11	11	1	...	3	...	3	2	2	...	...	...	...	...	5	3	1	10	5
25	3	14	14	...	2	2	3	3	3	1	...	...	...	...	...	6	5	...	14	9
26	1	7	7	1	2	...	2	2	...	...	...	...	...	...	...	3	2	...	5	3
27	3	9	9	2	...	1	2	...	3	...	1	...	...	...	...	7	...	...	7	7
28	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
29	1	12	12	1	2	...	3	5	...	1	...	...	...	...	...	9	...	...	9	8
30	3	5	5	...	...	1	1	...	2	...	1	...	...	...	...	5	...	...	5	5
31	3	31	27	8	8	3	5	1	2	...	...	...	...	...	...	4	6	...	13	6
32	3	40	31	11	9	3	6	2	...	...	...	...	...	...	...	3	3	...	18	4
33	3	66	62	16	11	7	14	7	7	...	...	...	...	...	...	10	22	...	38	18
34	3	98	91	35	17	10	16	7	6	...	...	...	...	...	...	19	13	1	40	13
35	3	39	35	23	7	...	5	...	...	...	...	...	...	...	...	First Inspection	...	...	9	3
36	3	112	106	47	18	5	12	6	14	4	...	...	...	...	...	18	14	...	53	26
37	3	28	23	8	5	1	5	4	...	...	...	...	...	...	...	2	4	...	10	5
38	3	60	58	33	7	6	4	6	2	...	...	...	...	...	...	15	2	...	20	17
39	3	123	105	40	24	12	15	8	6	...	...	...	...	...	...	24	13	...	48	35
40	3	40	38	18	8	2	6	4	...	...	...	...	...	...	...	First Inspection	...	...	14	12
41	3	90	84	26	18	12	12	9	7	...	...	...	...	...	...	30	7	1	42	34

Name of School.	Class.	Scholars on Roll				Average Attendance			
		during				during			
		4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.	4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.
35. Fransbury ... (Wes.) B	61	75	86	98	45	58	64	79	
36. Gqebenya ... (do.) B	44	55	56	42	37	41	45	33	
37. Jojo ... (do.) B	57	53	58	63	34	32	41	45	
38. Kundulu ... (do.) B	27	28	28	29	25	25	24	23	
39. Macibini ... (do.) B	35	32	47	52	30	28	40	45	
40. Macubeni ... (do.) B	68	65	70	64	56	56	54	51	
41. Matyanta ... (do.) B	54	47	44	37	40	38	40	31	
42. Mkapuse ... (do.) B	56	49	48	53	44	36	40	43	
43. Mkonjana ... (do.) B	48	44	51	51	34	32	40	44	
44. Mount Arthur ... (do.) B	134	127	129	123	108	107	106	88	
45. Ngeuka ... (do.) B	41	40	42	50	30	34	38	44	
46. Ngqanda ... (do.) B	42	39	36	37	28	31	30	33	
47. Qugqwaru ... (do.) B	38	40	47	39	28	31	38	29	
48. Qunqu ... (do.) B	40	36	39	35	34	28	30	29	
49. Rodana ... (do.) B	73	80	90	79	34	63	67	62	
50. Rwantsana ... (do.) B	34	27	34	51	27	24	29	44	
51. Sidaka ... (do.) B	35	29	30	26	26	23	20	21	
52. Upper Macibini ... (do.) B	66	73	87	96	54	61	67	74	
53. Vaal Bank ... (do.) B	51	70	76	67	36	49	49	47	
54. Xonxa ... (do.) B	47	32	42	40	31	23	31	25	
55. Zingqutu ... (do.) B	64	68	70	67	48	45	57	49	
56. Zwartwater ... (do.) B	68	55	66	56	46	32	41	40	
Total ...	2749	2612	2730	2672	2044	2014	2095	2097	
GORDONIA : Inspector Grant.									
1. Keimoes ... A 3	30	30	24	20	28	29	22	19	
2. Mier ... A 3	14	...	...	...	14	...	...	...
3. Upington ... A 3	78	86	91	90	72	79	85	86	
4. Uitzicht ... J. D. Moller P.F.	...	...	...	(11)	...	...	...	(10)
5. Upington ... (D.R.C.) B	60	72	61	64	50	68	52	57	
6. Keimoes ... (Ind.) B	...	...	60	51	...	...	40	33
7. Upington ... (do.) B	100	163	163	162	88	145	129	148	
Total ...	282	351	399	387	252	321	328	343	
GRAAFF-REINET : Inspector J. Craib.									
1. Graaff-Reinet, Girls' Industrial ... Sp.	32	31	32	30	31	31	31	29	
2. Do., Home for Indigent Girls' Sp.	22	20	20	20	21	20	20	20	
3. Do., Boys' High School ... A 1	256	251	254	250	238	240	233	226	
4. Do., Girls' ... A 1	212	217	227	227	200	207	213	207	
5. New Bethesda ... A 2	124	137	144	151	109	124	133	137	
6. Bethesda Road (Railway)... A 3	20	20	20	20	19	19	17	18	
7. Graaff-Reinet ... (Eng. Ch.) A 3	69	78	77	69	62	71	67	63	
8. Do., ... (R.C.) A 3	86	61	62	69	83	59	59	64	
9. Do., Cradock Street ... A 3	60	58	56	56	51	52	49	49	
10. Do., Stockenström Street (D.R.C.) A 3	118	132	151	158	101	117	128	135	
11. Letskraal ... A 3	24	24	25	28	21	22	24	26	
12. Petersburg ... A 3	23	22	22	23	21	21	21	22	
13. Doorskraal ... O. J. J. Swart P.F.	9	10	10	10	8	9	9	9	
14. Geveltje ... F. N. Bellingan P.F.	...	5	5	...	...	5	5	...
15. Goliath's Kraal ... R. Brent P.F.	5	6	6	5	5	6	6	5	
16. Groenvlei ... J. Grobbelaar P.F.	...	(5)	5	5	...	(5)	5	5	
17. Kleinfontein ... B. P. Dippenaar P.F.	9	9	9	9	8	9	8	9	
18. Klipfontein ... W. Calverley P.F.	4	5	6	6	4	5	6	6	
19. Langfontein ... W. Laubscher P.F.	9	8	8	9	7	7	7	8	
20. Plat River ... R. A. Stretch P.F.	7	...	7	8	7	...	7	7	
21. Poortje ... G. F. Enslin P.F.	...	...	...	6	...	...	...	6
22. Spitskop ... C. D. Hechter P.F.	7	...	...	...	7	...	...	...
23. Sunday River Hoek ... P. J. Steynsberg P.F.	6	6	6	6	6	6	6	6	
24. Tweefontein ... D. J. Dippenaar P.F.	6	6	6	6	5	6	5	6	

Inspection Qr.	On Roll.	Present at Inspection.	Sub-Standards.		Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Pupil Teachers.			Unclassified.	Higher.	Same.	Lower.	Presented.	Passed.
			A.	B.									I.	II.	III.						
35	3	100	96	38	17	10	8	7	9	7	17	14	...	48	23		
36	2	59	51	33	2	9	2	3	2	...	...	...	...	9	7	...	18	14
37	2	60	56	24	12	6	8	4	2	...	...	...	...	11	9	1	26	12
38	3	28	27	7	7	2	8	2	1	...	...	...	...	3	12	...	17	3
39	3	54	52	28	12	2	6	2	2	...	...	...	...	6	14	...	23	7
40	3	64	64	13	12	8	6	6	15	4	...	...	...	17	12	...	41	20
41	2	47	42	18	9	5	4	5	1	...	...	...	...	7	3	...	18	11
42	2	57	50	27	11	...	3	3	6	...	...	...	...	3	12	...	17	3
43	3	52	47	19	10	4	8	3	3	...	...	...	...	13	5	...	22	17
44	2	128	113	22	12	19	16	7	24	13	...	...	...	20	49	...	86	27
45	2	47	43	19	9	5	8	1	1	...	...	...	...	8	5	...	16	9
46	2	37	36	20	5	3	5	3	...	...	...	...	...	7	6	...	14	8
47	3	41	38	18	7	5	5	...	3	...	...	...	...	No Record.	...	...	17	10
48	3	35	34	17	5	6	4	...	2	...	...	...	...	6	5	...	12	7
49	3	76	76	22	21	11	20	1	1	...	...	...	...	22	11	1	40	28
50	3	56	51	28	6	9	2	2	4	...	...	...	...	13	1	...	17	16
51	2	29	22	12	7	3	...	...	...	...	...	...	...	First Inspection.	...	...	6	3
52	3	104	97	31	24	18	12	3	9	...	...	...	...	29	17	...	49	31
53	3	70	60	14	14	18	8	4	2	...	...	...	...	14	14	...	38	18
54	2	44	44	19	16	2	5	2	...	...	...	...	...	4	17	...	22	4
55	3	67	63	20	9	10	11	7	6	...	...	...	...	17	8	...	35	25
56	3	59	47	15	13	5	7	...	7	...	...	...	...	5	22	...	31	9
1	3	20	19	1	9	4	2	3	...	...	...	...	...	9	1	...	10	5
2		
3	3	89	88	19	9	18	10	13	10	3	3	3	...	54	2	...	60	52			
4		
5	2	65	62	45	8	4	3	2	...	...	...	...	...	First Inspection	...	...	10	9
6	3	42	39	28	9	2	...	...	...	...	...	...	...	2	7	...	9	2
7	3	168	143	89	13	23	8	8	2	...	...	...	...	30	8	...	44	27
1	3	30	30	1	...	6	7	9	3	4	...	...	...	26	1	...	29	23
2	1	21	21	8	6	2	2	1	2	...	...	...	...	First Inspection	...	...	7	7
3	4	258	246	2	6	10	17	29	38	46	34	17	47	...	153	29	...	238	194		
4	4	210	208	24	19	13	29	17	25	27	22	8	11	6	94	6	...	141	132		
5	3	152	151	19	14	23	30	12	20	3	23	1	1	2	81	10	...	113	91		
6	2	20	20	6	3	...	8	1	1	...	1	...	...	3	...	...	11	10
7	3	69	68	8	8	9	15	7	7	4	3	1	3	2	31	7	...	47	37		
8	3	70	58	20	6	8	7	7	5	1	2	...	...	24	2	...	30	25	
9	3	56	55	7	4	14	10	11	9	...	...	...	...	30	9	...	45	35
10	3	155	152	29	21	41	35	10	10	6	...	...	...	61	19	...	112	65
11	3	28	27	1	4	4	3	6	3	2	2	1	14	3	...	22	9		
12	2	22	22	...	...	4	6	7	3	1	1	...	...	16	3	...	22	16
13	3	10	10	2	1	1	4	...	2	...	...	...	...	5	1	...	7	6
14		
15	3	5	5	2	...	...	...	1	1	...	1	...	...	1	2	...	3	1
16	3	5	5	2	...	2	1	...	...	...	...	...	...	First Inspection	...	...	3	3
17	3	9	9	...	1	2	2	3	1	...	...	...	...	6	3	...	9	6
18	3	6	6	1	...	2	2	1	...	...	...	...	...	1	4	...	5	1
19	3	9	9	...	1	2	3	1	1	...	1	...	...	4	1	...	8	7	
20	3	7	7	...	3	2	1	1	...	...	...	...	...	First Inspection	...	...	7	7
21		
22		
23	3	6	6	...	1	...	4	1	...	...	...	...	...	5	...	...	5	5
24	3	6	6	...	2	...	1	1	2	...	...	...	...	6	...	...	6	6

Name of School.	Class.	Scholars on Roll				Average Attendance			
		during				during			
		4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.	4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.
25. Adendorp	Poor	57	73	80	83	46	64	67	56
26. Bulkraal	Poor	...	...	18	18	...	...	16	16
27. De Plaat	Poor	...	16	16	15	...	16	13	14
28. Graaff-Reinet (S.E. End)...	Poor	85	94	100	102	75	83	86	83
29. Onbedacht (Camdeboo East)	Poor	39	38	42	42	34	34	36	37
30. Graaff-Reinet (D.R.C.)	B	157	154	154	143	131	123	120	114
31. Do., (Eng. Ch.)	B	250	224	205	212	216	189	173	161
32. Do., (Ind.)	B	139	138	134	135	106	120	104	107
33. Do., Basuto (do.)	B	132	126	130	119	107	98	94	89
34. New Bethesda (do.)	B	30	...	48	51	25	...	46	47
35. Petersburg (do.)	B	29	...	28	34	26	...	25	29
Total		2019	1976	2113	2125	1773	1770	1839	1816
HANOVER : Inspector Spurway.									
1. Hanover	A 2	126	137	132	129	117	130	125	118
2. Burgerville	A 3	...	...	29	41	...	...	28	39
3. Hanover Road Station (Railway)	A 3	12	13	18	18	12	12	18	16
4. Damfontein Mrs. v. Aswegen	P.F.	6	7	7	7	6	7	6	6
5. Leeuwkop A. v. d. Merwe	P.F.	6	6	6	6	6	6	6	6
6. Leeuwoort Hall J. Viljoen	P.F.	6	7	7	6	6	7	7	6
7. Van Vredesfontein... .. J. du Toit	P.F.	6	...	...	...	6	...	...	...
8. Hanover (D.R.C.)	B	66	62	57	69	63	59	54	59
Total		228	232	256	276	216	221	244	250
HAY : Inspector Grant.									
1. Biesjesput	A 3	19	7	...	...	18	7	...	...
2. Grasmead	A 3	...	...	...	11	...	...	...	11
3. Griquatown	A 3	32	39	62	78	28	37	57	73
4. Mamapoela	A 3	...	18	18	16	...	18	17	16
5. Middelpaats	A 3	...	15	19	19	...	15	17	18
6. Niekerk's Hope	A 3	49	45	49	51	49	43	47	49
7. Ongeluk	A 3	13	...	...	...	11	...	...	...
8. Downs S. H. du Plooy	P.F.	...	...	...	11	...	...	...	10
9. Middlewater J. S. Eitner	P.F.	...	...	...	(7)	...	...	...	(7)
10. Nauwhoek P. J. Venter	P.F.	13	12	...	...	11	11	...	...
11. Onder Ongeluk J. D. v. d. Merwe	P.F.	...	(7)	14	7	...	(7)	13	6
12. Devib	Poor	24	21	13	14	23	20	13	13
13. Griquatown... ..	B	38	30	40	31	27	25	32	19
Total		188	187	215	238	167	176	196	215
HERBERT : Inspector Grant.									
1. De Kalk	A 3	11	11	(11)	11	11	6	(11)	11
2. Douglas	A 3	42	71	77	86	37	66	65	77
3. Eureka P. Vorster	P.F.	8	6	6	6	7	6	6	6
4. Withuis A. C. Young	P.F.	...	10	10	9	...	10	10	9
5. Campbell	Poor	45	40	46	47	37	34	37	39
6. Douglas Refugee Camp	Poor	38	...	...	...	32	...	...	...
7. Douglas (Berl.)	B	23	26	26	37	19	24	24	31
8. Do. (Wes.)	B	52	39	39	...	46	35	29	...
Total		219	203	204	196	189	181	171	173

Inspection Qr.	On Roll.	Present at Inspection.	Sub-Standards.		Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Pupil Teachers.			Unclassified.	Higher.	Same.	Lower.	Presented.	Passed.		
			A.	B.									I.	II.	III.								
25	3	78	73	6	14	14	12	11	9	4	3	...	...	...	...	21	10	...	53	40
26	3	18	18	8	2	3	4	1	...	...	...	...	...	...	...	First Inspection	...	...	9	5
27	3	15	15	8	...	7	...	...	...	...	...	...	...	...	...	First Inspection	...	...	7	7
28	3	111	80	32	14	9	10	9	6	...	...	...	...	...	...	25	6	...	35	29
29	3	42	42	15	11	8	6	1	1	...	...	...	...	...	...	14	1	...	16	14
30	3	151	146	69	16	27	15	10	8	1	...	...	...	...	...	42	8	...	61	53
31	3	198	193	92	21	34	20	15	9	2	...	...	...	...	...	60	8	...	82	68
32	3	134	126	38	17	19	26	16	7	3	...	...	...	...	...	48	26	1	80	50
33	3	117	101	34	12	22	17	10	5	1	...	...	...	...	...	29	19	...	58	34
34	3	50	48	26	9	8	2	2	1	...	...	...	...	...	...	11	5	...	18	12
35	3	34	31	13	4	4	6	3	1	...	...	...	...	...	...	9	5	...	14	9
1	2	131	129	21	13	17	17	15	18	8	8	5	2	3	...	2	51	9	...	88	72
2	3	44	42	14	7	8	7	2	4	...	...	...	...	...	...	First Inspection	...	...	22	16
3	2	18	18	4	4	...	5	2	3	...	...	...	...	...	...	7	...	...	10	10
4	2	8	8	2	1	1	2	...	1	...	1	...	...	...	...	First Inspection	...	...	5	2
5	2	6	6	...	...	1	...	3	1	1	...	...	...	...	...	1	3	...	6	6
6	3	6	6	1	...	...	2	1	...	2	...	...	...	...	...	5	...	...	5	5
7	4	6	6	1	1	...	1	...	1	2	...	...	...	...	...	No Record	...	...	5	3
8	2	60	57	15	7	8	16	7	4	...	...	...	...	...	...	23	10	...	37	26
1		
2		
3	4	34	27	10	2	6	4	3	2	...	...	...	...	...	...	10	...	...	15	12
4	2	18	18	5	1	7	1	1	2	1	...	...	...	...	...	First Inspection	...	...	12	8
5	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
6	4	50	49	12	1	7	13	8	6	2	...	...	...	...	...	19	...	...	37	33
7	4	13	13	1	4	1	2	2	3	...	...	...	...	...	...	First Inspection	...	...	8	8
8	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
9	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
10	4	13	13	3	2	3	5	...	...	...	...	...	...	...	...	First Inspection	...	...	10	6
11	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
12	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
13	4	28	28	14	10	4	...	...	...	...	...	...	...	...	...	First Inspection	...	...	14	0
1	2	11	11	1	2	2	2	4	...	...	...	...	...	...	...	First Inspection	...	...	8	6
2	4	42	39	9	6	3	5	7	5	2	2	...	...	...	...	19	...	...	24	22
3	2	6	6	...	1	2	3	...	...	...	...	...	...	...	...	First Inspection	...	...	5	5
4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5	4	46	43	13	6	7	7	9	1	...	...	...	...	...	...	No Record	...	...	28	20
6	4	39	36	13	2	9	4	5	3	...	...	...	...	...	...	8	...	...	21	21
7	4	23	21	7	6	6	2	...	...	...	...	...	...	...	...	First Inspection	...	...	12	7
8	4	55	48	27	9	6	5	1	...	...	...	...	...	...	...	No Record	...	...	21	8

Name of School.	Class.	Scholars on Roll				Average Attendance			
		during				during			
		4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.	4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.
HERSCHEL : Inspector Pressly.									
1. Herschel	A 3	14	13	12	15	13	11	11	13
2. Palmietfontein	A 3	12	11	13	13	12	10	12	12
3. Hillside (Konko's Ward) (Jonas Goduka)	B	101	106	106	112	92	87	87	94
4. Stonehill (do.)	B	38	43	47	47	35	42	45	44
5. Dulcies Nek (Eng. Ch.)	B	71	84	88	92	64	75	79	82
6. Gatberg (do.)	B	66	72	80	85	54	63	68	69
7. Geina (do.)	B	40	60	58	56	37	54	41	50
8. Mabela (do.)	B	34	53	52	56	25	42	37	46
9. Majuba Nek (do.)	B	37	53	58	53	28	41	49	46
10. Qibira (do.)	B	151	149	132	132	119	125	108	115
11. Qoboshane (do.)	B	74	70	76	80	66	57	66	70
12. Voyizana (do.)	B	41	45	56	56	29	32	33	41
13. Walaza's Kraal (do.)	B	69	78	73	72	63	72	69	69
14. Hohobeng (Fr. Ev.)	B	55	56	56	57	46	43	45	40
15. Musong (do.)	B	51	39	41	40	40	30	40	24
16. Palmietfontein (do.)	B	65	58	58	58	55	52	49	50
17. Sethaleng (do.)	B	41	56	52	50	35	44	49	45
18. Bamboes Spruit (Wes.)	B	52	51	42	62	47	37	37	52
19. Bensonvale Practising School	(do.)	276	266	264	280	250	226	202	242
20. Blekana (Sauer Junction)...	(do.)	44	50	53	57	37	47	48	48
21. Bultfontein (do.)	B	64	64	55	54	46	39	27	39
22. Greve's (do.)	B	36	39	40	46	31	36	36	37
23. Hlomondeni (do.)	B	61	50	52	54	52	48	42	45
24. Jozana's Hoek (do.)	B	66	66	62	64	54	53	48	53
25. Khiba (do.)	B	56	53	52	52	50	43	44	44
26. Kromme Spruit (do.)	B	46	40	48	53	37	36	41	50
27. Macacuma's (do.)	B	48	49	47	66	36	38	34	53
28. Makumtsha's (do.)	B	...	45	53	52	...	37	35	36
29. Manxeba's Kraal (do.)	B	79	82	82	93	62	68	69	87
30. Mdogo's (do.)	B	31	25	19	27	27	20	17	20
31. Meyi's Kraal (do.)	B	76	75	80	86	68	71	71	79
32. Mfinci's Ridge (do.)	B	52	41	40	50	42	30	30	47
33. Mkunyazes (do.)	B	55	57	51	54	42	47	37	45
34. Ndofera (do.)	B	82	83	78	72	72	66	57	55
35. Ndangunya (do.)	B	44	45	43	50	42	39	32	43
36. Ntoyi (do.)	B	80	81	72	84	70	71	61	75
37. Ntunja (do.)	B	116	110	...	104	98	96	...	91
38. Skisezana (do.)	B	29	31	34	30	24	26	26	25
39. Spam'bo Basin (do.)	B	60	57	58	61	58	53	55	57
40. Tapoleng (do.)	B	71	78	77	73	56	64	60	59
41. Wittebergen, Kafir (do.)	B	113	110	115	111	84	90	81	102
42. Bensonvale, Native Training Sch. (do.)	C 1	39	43	43	44	39	37	42	41
Total ... ..	...	2634	2737	2618	2853	2237	2301	2120	2435
HOPETOWN : Inspector Grant.									
1. Hopetown	A 2	98	112	133	132	88	101	121	108
2. Orange River Station (Railway)...	A 3	14	13	13	13	12	11	11	10
3. Strydenburg	A 3	46	41	42	47	41	40	40	46
4. De Doorns P. J. van der Walt	P.F.	8	...	...	...	7	...	...	...
5. Doornbult C. J. du Toit	P.F.	7	7	8	8	7	7	8	7
6. Mark's Drift A. C. Cilliers	P.F.	...	...	(5)	8	...	...	(5)	7
7. Roodedam P. J. Eitner	P.F.	...	...	(9)	9	...	...	(8)	9
8. Slingspan B. Pretorius	P.F.	...	9	9	9	...	9	9	9
9. Smousdam J. J. du Toit	P.F.	7	...	...	...	7	...	...	...
10. Snymansdam P. J. Badenhorst	P.F.	7	6	...	...	7	6	...	...
11. Zoutpansput S. C. Wiid	P.F.	...	11	11	11	...	11	11	10
12. Strydenburg (D.R.C.)	B	50	...	...	39	49	...	...	37
13. Hopetown (Eng. Ch.)	B	90	74	68	71	72	59	64	54
Total ... ..	...	327	273	284	347	290	244	264	297

Inspection Qr.	On Roll.	Present at Inspection.	Sub-Standards.		Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Pupil Teachers.			Unclassified.	Higher.	Same.	Lower.	Presented.	Passed.
			A.	B.									I.	II.	III.						
1	2	12	12	2	3	1	2	2	2	...	...	...	...	...	...	...	...	...	...	...	...
2	3	13	13	3	3	1	...	3	1	...	2	...	...	...	...	...	...	...	...	...	...
3	3	114	104	61	7	6	16	6	8	...	...	...	...	...	...	...	...	...	...	...	...
4	3	48	46	32	5	...	6	3	...	...	...	...	...	...	...	...	...	...	...	...	...
5	3	94	79	29	7	4	3	1	8	27	...	...	...	...	...	...	...	...	...	...	...
6	3	90	82	37	15	12	14	1	3	...	...	...	...	...	...	...	...	...	...	...	...
7	3	57	50	31	4	4	9	2	...	...	...	...	...	...	...	...	...	...	...	...	...
8	3	59	52	22	11	6	9	3	1	...	...	...	...	...	...	...	...	...	...	...	...
9	3	54	49	16	14	4	10	3	2	...	...	...	...	...	...	...	...	...	...	...	...
10	3	136	125	65	15	8	17	10	10	...	...	...	...	...	...	...	...	...	...	...	...
11	3	79	77	32	8	8	11	9	9	...	...	...	...	...	...	...	...	...	...	...	...
12	3	52	49	25	3	6	6	5	4	...	...	...	...	...	...	...	...	...	...	...	...
13	3	72	68	23	6	10	15	9	5	...	...	...	...	...	...	...	...	...	...	...	...
14	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
15	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
16	3	56	52	23	8	7	7	5	2	...	...	...	...	...	...	...	...	...	...	...	...
17	3	50	50	29	3	2	8	4	4	...	...	...	...	...	...	...	...	...	...	...	...
18	3	62	58	30	7	6	8	4	3	...	...	...	...	...	...	...	...	...	...	...	...
19	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
20	3	59	59	30	15	3	7	3	1	...	...	...	...	...	...	...	...	...	...	...	...
21	3	55	55	20	1	6	15	8	5	...	...	...	...	...	...	...	...	...	...	...	...
22	3	46	45	32	6	4	2	1	...	...	...	...	...	...	...	...	...	...	...	...	...
23	3	55	52	36	...	7	7	...	2	...	...	...	...	...	...	...	...	...	...	...	...
24	3	63	61	28	7	7	8	8	3	...	...	...	...	...	...	...	...	...	...	...	...
25	3	50	50	24	1	4	14	4	3	...	...	...	...	...	...	...	...	...	...	...	...
26	3	51	48	17	6	11	3	5	6	...	...	...	...	...	...	...	...	...	...	...	...
27	3	67	64	41	7	5	3	5	3	...	...	...	...	...	...	...	...	...	...	...	...
28	3	54	51	36	...	2	10	1	2	...	...	...	...	...	...	...	...	...	...	...	...
29	3	91	87	45	9	11	12	8	2	...	...	...	...	...	...	...	...	...	...	...	...
30	3	15	13	11	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
31	3	86	86	45	9	8	10	2	12	...	...	...	...	...	...	...	...	...	...	...	...
32	3	53	49	26	5	3	10	4	1	...	...	...	...	...	...	...	...	...	...	...	...
33	3	51	50	39	4	4	3	...	...	...	...	...	...	...	...	...	...	...	...	...	...
34	3	71	69	26	5	18	12	6	2	...	...	...	...	...	...	...	...	...	...	...	...
35	3	52	50	33	7	4	4	2	...	...	...	...	...	...	...	...	...	...	...	...	...
36	3	86	80	29	8	13	17	9	4	...	...	...	...	...	...	...	...	...	...	...	...
37	3	97	92	23	17	17	24	7	4	...	...	...	...	...	...	...	...	...	...	...	...
38	3	31	30	25	1	2	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...
39	3	60	60	24	14	5	9	6	2	...	...	...	...	...	...	...	...	...	...	...	...
40	3	71	69	41	6	7	8	4	3	...	...	...	...	...	...	...	...	...	...	...	...
41	3	113	111	56	11	10	8	9	6	11	...	...	...	...			

Name of School.	Class.	Scholars on Roll				Average Attendance			
		during				during			
		4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.	4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.
15. Beaconsfield	E	32	38	27	28	20	21	19	20
16. Kimberley, School of Mines	E	81	95	117	110	54	70	75	88
17. Newton	E	...	...	37	37	...	...	32	26
18. Graspan	P.F.	5	...	...	...	5	...	...	...
19. Karee Kolk	P.F.	11	9	9	(9)	11	9	9	(9)
20. Merton Siding	P.F.	5	...	...	...	4	...	...	...
21. Smithdale	P.F.	11	7	9	13	10	7	8	13
22. Spytfontein	P.F.	...	...	15	16	...	...	14	14
23. Voetpad Drift East	P.F.	11	10	...	...	10	9	...	...
24. Waterfall	P.F.	7	...	...	...	5	...	...	...
25. Kimberley, Stockdale Street	Poor	386	352	349	368	332	306	302	325
26. Mauritzfontein	Poor	16	16	...	...	13	14	...	...
27. Newton Home	Poor	56	60	61	63	54	58	59	62
28. Rosmead	Poor	35	50	43	41	29	42	35	34
29. Wedburg	Poor	25	28	30	28	22	26	27	25
30. Wesselton	Poor	25	...	...	...	24	...	...	...
31. Witpan	Poor	...	...	20	18	...	...	20	17
32. Beaconsfield, St. Sylvester's	B	89	100	81	98	80	77	64	69
33. Newton, St. Paul's	B	88	83	82	73	75	71	66	63
34. Beaconsfield	B	82	93	81	64	64	74	63	56
35. Newton, Hand Street	B	111	78	(77)	...	89	65	(60)	...
36. Beaconsfield, All Saints'	B	95	80	87	92	77	68	72	72
37. Green Point Location	B	97	97	94	83	76	79	71	69
38. Kimberley, St. Cyprian's	B	150	161	157	201	113	129	126	150
39. Do., St. Matthew's	B	133	126	113	128	114	109	95	100
40. Beaconsfield Location	B	...	84	80	82	...	76	68	75
41. Kimberley, St. Francis Xavier	B	100	109	103	100	84	92	88	81
42. Beaconsfield, Race Course Camp	B	137	138	136	123	118	122	110	113
43. Kimberley, No. 2 Location	B	138	127	138	127	112	112	122	100
Total	...	4132	4142	4076	4128	3504	3601	3462	3491

KING WILLIAM'S TOWN: Inspector Ely.

1. K. W. T., Boys' High School	A 1	252	230	225	230	233	214	209	214
2. Do., Girls'	A 1	142	129	135	124	128	118	122	111
3. Do., Cambridge Road	A 2	132	127	131	137	119	114	115	123
4. Do., Queen Street	A 2	133	128	130	132	120	117	117	120
5. Do., Taylor Street	A 2	139	123	117	113	124	106	97	97
6. Berlin	A 3	62	54	54	56	50	49	48	51
7. Blaney Station (Railway)	A 3	56	50	52	56	40	41	45	49
8. Braunschweig	A 3	51	56	54	54	45	51	48	49
9. Fort White	A 3	26	26	21	22	24	25	20	21
10. Frankfort	A 3	89	91	89	93	74	75	72	76
11. Geelhoutboom	A 3	...	...	...	33	...	...	...	31
12. Izeli	A 3	126	121	120	109	123	115	114	95
13. Keiskama Hoek	A 3	61	60	64	64	52	53	54	53
14. K. W. T., St. Joseph's, Boys'	A 3	90	84	91	113	80	75	78	102
15. Do., do., Girls'	A 3	127	104	116	107	117	95	106	91
16. Low Slope	A 3	23	20	...	...	16	16	...	...
17. Mnqesha	A 3	14	16	15	19	11	14	13	17
18. Welcome Wood	A 3	16	...	15	15	12	...	13	13
19. K. W. T., Chamber of Commerce	E	(20)	22	7	7	(16)	16	5	5
20. Birdfontain	P.F.	...	5	5	...	...	5	4	...
21. McKennon	P.F.	6	6	...	...	6	6	...	...
22. Mount Pleasant	P.F.	17	16	19	17	15	15	17	16
23. Roseneath	P.F.	7	...	...	...	7	...	...	...

Inspection Qr.	On Roll.	Present at Inspection.	Sub-Standards.		Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Pupil Teachers.			Unclassified.	Higher.	Same.	Lower.	Presented.	Passed.
			A.	B.									I.	II.	III.						
								
15	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
16	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
17	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
18	4	5	5	...	1	...	2	...	...	1	1	...	...	...	...	2	...	...	4	4	
19	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
20	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
21	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
22	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
23	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
24	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
25	3	364	337	87	65	42	56	41	22	17	...	...	1	4	2	...	135	14	1	181	169
26	1	14	14	...	2	1	3	1	6	1	...	...	...	...	...	...	11	2	...	13	11
27	3	62	62	22	6	4	11	9	4	4	2	...	...	...	...	...	20	7	...	34	27
28	3	40	40	16	8	6	8	1	1	...	...	...	...	...	...	...	9	6	...	18	9
29	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
30	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
31	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
32	2	89	66	42	7	10	7	...	...	...	...	...	...	...	...	...	3	13	...	24	4
33	2	80	70	21	19	21	8	1	...	...	...	...	...	...	...	...	9	17	1	37	14
34	2	88	73	40	19	6	5	3	...	...	...	...	...	...	...	...	4	16	...	25	5
35	2	77	56	43	3	9	1	...	...	...	...	...	...	...	...	...	1	9	...	13	1
36	2	74	71	31	16	11	8	3	2	...	...	...	...	...	...	...	8	15	1	26	8
37	1	94	93	56	25	6	2	4	...	...	...	...	...	...	...	...	4	9	...	21	7
38	2	164	148	63	18	24	16	9	9	7	...	...	2	...	...	...	34	5	...	68	60
39	2	123	118	46	26	20	13	9	4	...	...	...	...	...	...	...	34	17	1	54	35
40	1	72	71	44	14	10	2	1	...	...	...	...	...	...	...	...	12	2	...	15	13
41	2	99	82	45	15	10	7	5	...	...	...	...	...	...	...	...	17	7	...	27	20
42	2	147	133	83	2	17	15	11	4	1	...	...	...	...	...	...	27	14	1	50	32
43	2	146	134	52	32	21	18	3	8	...	...	...	...	...	...	...	20	17	1	55	30

Name of School.	Class.	Scholars on Roll				Average Attendance			
		during				during			
		4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.	4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.
24. King William's Town (The Don) ...	Poor	54	117	109	100	41	88	87	74
25. Do., Children's Home ...	Poor	19	19	19	22	19	19	16	22
26. Emdizeni ... (Berl.)	B	25	36	39	36	17	28	35	34
27. Etembeni ... (do.)	B	38	40	37	38	29	32	29	31
28. Petersberg ... (do.)	B	...	49	49	51	...	37	41	42
29. Amatole Basin ... (Eng. Ch.)	B	46	41	46	54	35	38	30	40
30. Emncotsho ... (do.)	B	45	44	(46)	38	34	37	(37)	26
31. Etyeni ... (do.)	B	75	72	...	81	51	50	...	56
32. Gobozana ... (do.)	B	53	66	58	64	38	51	42	42
33. Gwiligwili ... (do.)	B	76	77	80	63	49	62	61	51
34. Gxulu ... (do.)	B	111	113	115	109	93	94	99	89
35. Izinyoka ... (do.)	B	30	19	(32)	...	24	15	(12)	...
36. K. W. T., St. Chad's ... (do.)	B	42	43	43	38	35	26	32	29
37. Do., Tsolo Location ... (do.)	B	51	51	37	30	37	38	25	18
38. Lower Cata ... (do.)	B	26	39	42	33	21	35	33	22
39. Mamata's ... (do.)	B	40	32	(28)	23	25	21	(18)	16
40. Mbavameni ... (do.)	B	30	33	30	32	22	25	25	21
41. Ndlovini ... (do.)	B	58	56	59	53	44	45	43	46
42. Ngxalawe ... (do.)	B	43	47	56	52	33	40	40	47
43. Njwaxa ... (do.)	B	82	67	50	50	49	47	36	33
44. Nqolonqolo ... (do.)	B	48	44	61	62	33	31	53	54
45. Rabula ... (do.)	B	83	96	102	100	61	81	79	77
46. St. Matthew's Practising Sch. ... (do.)	B	234	236	240	220	207	213	214	187
47. Tamacha Hill ... (do.)	B	27	42	...	39	17	30	...	27
48. Tyusha (Danxa) ... (do.)	B	52	38	(38)	33	42	25	(22)	20
49. Balassi ... (Ind.)	B	45	46	53	55	37	39	44	45
50. Donnington ... (do.)	B	52	59	54	58	36	38	53	44
51. Harperton ... (do.)	B	66	67	68	80	59	50	53	62
52. Intsikizini ... (do.)	B	34	26	33	37	17	18	25	27
53. Kei Road ... (do.)	B	24	...	...	...	21	...	...	...
54. K. W. T., Brownlee's Location ... (do.)	B	100	99	102	101	73	77	83	77
55. Knapp's Hope ... (do.)	B	100	110	103	101	67	86	74	78
56. Kopoyi ... (do.)	B	39	38	33	36	28	36	32	33
57. Mqesha ... (do.)	B	100	94	101	104	64	57	71	81
58. Ngudhli's Kraal ... (do.)	B	50	86	72	140	45	52	47	81
59. Olivedale ... (do.)	B	59	46	59	56	57	42	52	50
60. Ramnyiba ... (do.)	B	76	53	73	77	43	34	50	67
61. Skobeni ... (do.)	B	...	30	31	28	...	24	21	20
62. Tafeni ... (do.)	B	83	(79)	76	75	52	(47)	51	42
63. Tshatshu's ... (do.)	B	34	39	42	39	22	30	30	32
64. Izeli ... (R.C.)	B	54	56	55	53	38	40	42	36
65. Gwaba ... (S.A.)	B	...	27	27	30	...	25	20	23
66. K. W. T., Ridsdel Location ... (do.)	B	51	57	57	65	43	48	49	54
67. do., Tsolo Location ... (do.)	B	39	41	34	41	30	28	26	31
68. Amatole Basin ... (U.F.C.)	B	78	82	88	80	68	74	64	54
69. Blair Helen ... (do.)	B	51	53	42	48	37	39	28	27
70. Burnshill ... (do.)	B	97	97	99	96	71	85	76	73
71. Cwaru ... (do.)	B	64	70	74	75	45	60	60	61
72. Debe ... (do.)	B	71	73	75	68	57	61	65	61
73. Dish ... (do.)	B	55	59	53	53	39	47	38	43
74. Emnyameni ... (do.)	B	112	112	113	121	88	98	101	101
75. Falconer ... (do.)	B	90	78	92	90	74	73	91	80
76. Gxulu ... (do.)	B	50	60	71	68	35	51	58	50
77. Hlabahlaba's ... (do.)	B	37	59	69	51	24	51	53	33
78. Jafta's ... (do.)	B	52	43	46	54	37	34	36	42
79. Knox ... (do.)	B	74	74	85	102	43	53	72	75
80. Muir ... (do.)	B	54	54	51	50	36	38	39	34
81. Mxamli's ... (do.)	B	41	64	61	66	30	55	57	62
82. Ngele's ... (do.)	B	60	64	64	77	45	54	49	58
83. Njikelana's ... (do.)	B	139	118	125	120	101	108	108	103
84. Nqemeya ... (do.)	B	72	64	61	43	54	52	41	31
85. Pirie ... (do.)	B	152	151	181	...	125	137	137	...
86. Poro's ... (do.)	B	38	50	52	52	20	47	43	40
87. Rankine ... (do.)	B	48	56	56	58	29	41	35	35
88. Regu ... (do.)	B	32	37	42	40	14	28	30	18

Inspection Qr.	On Roll. Present at Inspection.	Sub-Standards.		Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Pupil Teachers.			Unclassified.	Higher.	Same.	Lower.	Presented.	Passed.
		A.	B.									I.	II.	III.						
		4th Qr. 1904.	1st Qr. 1905.									2nd Qr. 1905.	3rd Qr. 1905.	4th Qr. 1904.							1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.
24	2	107	88	35	21	10	16	5	1	...	...	...	...	...	6	5	2	39	23
25	2	19	15	5	2	3	1	2	...	...	...	...	...	...	8	...	...	8	8
26	3	37	34	22	7	4	1	...	...	...	...	...	...	...	4	...	...	6	5
27	3	35	31	10	3	8	8	2	...	...	...	...	...	...	13	5	...	18	15
28	2	48	46	22	7	11	2	1	3	...	...	...	...	...	12	3	...	19	17
29	1	41	37	9	6	7	9	6	...	...	...	...	...	...	9	10	...	26	16
30	4	41	38	16	9	7	3	3	...	...	...	...	...	...	Sch. in abeyance	...	...	20	7
31	3	81	66	28	17	8	10	1	2	...	...	...	...	...	9	15	...	32	15
32	2	59	50	19	10	9	3	3	6	...	...	...	...	...	14	3	1	23	21
33	2	82	70	30	7	21	4	7	1	...	...	...	...	...	24	8	1	36	28
34	2	115	100	42	11	18	17	12	...	...	...	...	...	...	37	3	...	47	42
35	2	18	14	9	4	1	...	...	...	...	...	...	...	...	Sch. in abeyance	...	...	3	...
36	3	38	31	11	10	4	3	3	...	...	...	...	...	...	5	6	...	13	6
37	4	51	39	26	5	6	2	...	...	...	...	...	...	...	5	1	...	8	8
38	2	44	43	20	6	5	3	9	...	...	...	...	...	...	11	6	...	19	14
39	3	24	17	5	5	3	1	3	...	...	...	...	...	...	Sch. in abeyance	...	...	9	4
40	2	38	33	10	8	8	3	2	2	...	...	...	...	...	Sch. in abeyance	...	...	20	11
41	2	58	52	27	5	7	6	7	...	...	...	...	...	...	14	3	...	20	17
42	2	53	49	22	1	19	7	...	...	...	...	...	...	...	4	11	6	26	16
43	1	66	42	22	8	2	6	1	3	...	...	...	...	...	Sch. in abeyance	...	...	12	12
44	2	64	56	32	7	4	7	3	3	...	...	...	...	...	10	3	...	19	15
45	2	99	76	24	9	12	12	17	2	...	...	...	...	...	16	7	...	46	32
46
47	3	38	34	15	5	7	4	3	...	...	...	...	...	...	5	6	...	15	9
48	3	33	23	9	5	5	2	2	...	...	...	...	...	...	4	7	...	12	6
49	3	55	42	16	8	6	2	3	7	...	...	...	...	...	6	7	2	19	13
50	3	61	44	13	7	14	5	4	1	...	...	...	...	...	8	12	...	29	14
51	4	68	55	28	8	5	6	7	1	...	...	...	...	...	8	9	...	20	13
52	2	35	31	17	3	5	3	3	...	...	...	...	...	...	No Record	...	...	12	6
53	4	19	16	7	3	2	2	...	...	...	...	...	...	...	2	4	...	7	4
54	2	104	86	26	18	20	7	12	3	...	...	...	...	...	20	22	...	56	31
55	1	106	91	45	15	10	12	4	5	...	...	...	...	...	12	11	1	33	25
56	3	32	24	8	4	2	8	2	...	...	...	...	...	...	No Record	...	...	14	4
57	3	105	72	27	6	15	14	5	5	...	...	...	...	...	17	13	...	42	21
58	2	69	49	27	7	8	6	1	...	...	...	...	...	...	No Record	...	...	17	11
59	1	48	42	18	9	4	6	5	...	...	...	...	...	...	4	14	...	20	4
60	3	77	57	20	11	13	6	7	...	...	...						

Name of School.	Class.	Scholars on Roll				Average Attendance			
		during				during			
		4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.	4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.
5. Deep Walls ...	A 3	12	13	11	12	11	12	10	11
6. Knysna ...	A 3	59	67	65	61	47	61	52	49
7. Woodlands ...	A 3	19	29	37	35	16	27	32	31
8. Bosky Dell ...	G. Cowley P.F.	18	17	...	...	13	12	...	...
9. Concordia ...	F. T. Tothill P.F.	...	5	5	...	...	5	5	...
10. Portland ...	Lt.-Colonel Maurice P.F.	10	11	11	13	6	9	8	8
11. Quarrywood ...	G. H. Palmer P.F.	12	13	13	13	10	12	11	11
12. Woodbourne ...	T. H. Duthie P.F.	...	...	...	7	...	...	...	6
13. Elandskraal ...	Poor	40	40	52	56	35	38	49	54
14. Fair View ...	Poor	27	29	27	28	24	29	24	26
15. Gouna ...	Poor	33	33	33	30	26	27	28	25
16. Gouwkama ...	Poor	23	24	20	15	21	21	18	14
17. Grootbrak ...	Poor	31	30	32	31	24	28	30	28
18. Kraibosch ...	Poor	15	15	13	29	12	13	10	27
19. Krantzbosch ...	Poor	...	26	30	...	...	24	26	...
20. Kruis Vallei... ..	Poor	14	12	19	18	13	11	17	17
21. Leeuwbosch (Sour Flats)... ..	Poor	29	32	30	36	21	27	23	29
22. Middeldrug ...	Poor	17	16	17	19	15	14	15	18
23. Millwood ...	Poor	25	28	25	25	24	27	24	24
24. Old Place ...	Poor	48	43	44	45	37	40	39	40
25. Pisang River ...	Poor	41	43	42	40	32	37	33	30
26. Platbosch ...	Poor	16	16	...	...	10	11	...	...
27. Roodekraal ...	Poor	13	14	18	23	9	13	14	19
28. Ruigtevallei ...	Poor	22	22	25	23	16	18	22	21
29. Sunnyside ...	Poor	28	31	31	31	25	28	27	27
30. Uplands ...	Poor	15	14	15	16	13	13	13	13
31. Veldman's Pad (The Glebe) ...	Poor	12	12	13	16	11	10	12	15
32. Westford ...	Poor	13	16	19	19	11	15	17	15
33. Knysna ...	D.R.C. B	...	...	...	39	...	...	...	28
34. Belvidere ...	(Eng. Ch.) B	33	44	50	54	28	39	44	44
35. Knysna ...	(do.) B	94	75	74	84	75	65	62	63
36. Plettenberg Bay ...	(do.) B	50	55	...	...	38	46	...	...
37. Portland ...	(do.) B	31	27	26	...	20	21	20	...
38. Sour Flats ...	(do.) B	22	22	21	21	20	22	20	17
Total ...		1065	1114	1080	1094	879	1004	945	939
KOMGHA: Inspector Young.									
1. Komgha ...	A 1	20	64	59	60	17	59	53	55
2. D aabosch ...	A 3	38	30	29	25	31	26	25	22
3. Kuku ...	A 3	...	28	27	24	...	27	17	22
4. Silver Vale ...	A 3	14	...	...	...	13	...	...	...
5. Bushfontein ...	W. Pretorius P.F.	6	6	6	6	6	6	6	6
6. Condane ...	W. C. Gunn P.F.	10	10	9	10	9	8	8	9
7. Ferndale ...	J. Flanagan P.F.	6	5	5	6	5	5	5	5
8. Gonubie ...	W. Edwards P.F.	7	7	7	...	7	6	7	...
9. Hoopwel ...	W. J. de Lange P.F.	11	8	9	8	10	8	8	6
10. Hopewell ...	J. W. Sparks P.F.	6	...	...	...	6	...	...	...
11. Kwalegha ...	C. Hagemann P.F.	...	...	...	7	...	...	...	5
12. Mooiplaats ...	C. Sage P.F.	10	10	11	11	9	10	10	10
13. Stainland ...	J. Coulter P.F.	6	6	7	7	6	6	7	7
14. Tanga ...	H. F. S. Cromhout P.F.	11	...	...	...	11	...	...	...
15. Mooiplaats ...	(Eng. Ch.) B	29	27	22	28	24	22	18	23
16. Ngwenkala ...	(do.) B	57	61	58	59	45	56	51	52
17. Komgha ...	(Wes.) B	27	36	(37)	35	19	25	(19)	16
18. Mooiplaats ...	(do.) B	51	45	(38)	41	43	34	(24)	35
Total ...		309	343	249	327	261	298	215	273

Inspection Qr.	On Roll.	Present at Inspection.	Sub-standards.		Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-standard.	Pupil Teachers.			Unclassified.	Higher.	Same.	Lower.	Presented.	Passed.
			A.	B.									I.	II.	III.						
5	1	14	14	4	...	4	3	1	...	1	1	...	...	...	8	2	...	10	8
6	1	67	67	24	13	8	12	9	...	...	...	...	1	...	16	7	...	34	26
7	1	31	31	15	8	2	4	1	1	...	...	...	...	...	3	4	...	10	6
8	1	17	17	...	3	3	3	8	...	...	...	...	...	...	10	5	...	15	10
9	1	5	5	2	...	1	1	...	...	1	...	...	...	...	First Inspection	...	...	3	2
10	1	10	10	...	1	3	2	2	2	...	...	...	...	...	5	3	...	9	5
11	1	13	13	1	4	4	1	2	1	...	...	...	...	...	First Inspection	...	...	8	5
12	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
13	1	40	40	14	7	4	2	3	3	6	...	...	1	...	9	4	...	18	12
14	1	28	28	8	7	4	3	4	2	...	...	...	...	...	9	3	...	15	9
15	1	33	33	9	4	8	4	3	3	2	...	...	...	...	First Inspection	...	...	20	18
16	1	27	26	3	2	5	2	8	6	...	...	...	...	...	12	5	...	21	12
17	1	30	30	8	7	1	8	5	1	...	...	...	...	...	13	1	...	15	14
18	1	15	14	4	2	1	3	3	1	...	...	...	...	...	5	5	...	10	4
19	1	26	24	17	7	...	...	...	...	...	...	...	...	...	First Inspection	...	...	...	...
20	1	12	12	...	4	1	1	2	1	3	...	...	...	...	6	2	...	8	6
21	1	31	31	8	9	5	2	4	2	1	...	...	...	...	11	...	...	14	14
22	1	16	15	7	3	3	...	2	...	...	...	...	...	...	First Inspection	...	...	5	5
23	1	27	27	14	2	2	1	1	5	1	1	...	...	...	8	2	...	11	9
24	1	43	42	14	7	1	3	6	8	3	...	...	...	...	18	2	...	21	19
25	1	43	43	11	9	4	6	6	3	4	...	...	...	...	12	8	...	23	15
26	1	16	14	7	2	2	1	1	1	...	...	...	...	...	5	...	...	5	5
27	1	13	13	3	4	2	2	2	2	...	...	...	...	...	2	1	...	6	3
28	1	22	22	4	7	6	3	2	...	...	...	...	...	...	11	...	...	11	11
29	1	31	30	6	7	1	3	8	3	1	1	...	...	...	10	6	...	17	11
30	1	14	13	5	...	3	3	2	...	...	...	...	...	...	7	1	...	8	7
31	1	11	11	9	1	...	1	...	...	...	...	...	...	...	First Inspection	...	...	1	1
32	1	17	17	8	2	5	1	1	...	...	...	...	...	...	5	...	...	7	7
33	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
34	1	43	41	23	4	6	5	1	1	1	...	...	...	...	9	5	...	15	9
35	1	77	68	41	10	6	8	3	...	...	...	...	...	...	14	5	...	22	16
36	1	58	35	15	7	6	1	5	1	...	...	...	...	...	6	5	...	15	7
37	1	33	30	14	1	3	8	2	2	...	...	...	...	...	9	4	...	15	8
38	1	24	23	12	7	3	1	...	...	...	...	...	...	...	First Inspection	...	...	4	4
1	1	65	60	10	5	5	9	12	5	7	2	2	...	3	...	...	No Record	44	28
2	1	34	34	6	3	5	...	5	6	5	2	2	...	...	18	1	...	25	22
3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5	1	6	6	2	3	...	1	...	...	...	...	...	...	...	1	1	...	2	1
6	1	11	11	3	1	3	2	1	1	...	...	...	...	...	6	1	...	7	6
7	1	5	5	...	1	3	...	1	...	...	...	...	...	...	3	...	...	5	4
8	1	7	7	2	1	1	1	...	...	1	1	...	...	...	First Inspection	...	...	4	4
9	1	8	8	...	1	3	2	2	...	...	...	...	...	...	6	1	...	7	6
10	4	6	5	...	1	...	1	...	1	2	...	...	...	...	5	...	...	5	5
11	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
12	1	11	11	1	2	3	2	3	...	...	...	...	...	...	4	...	...	8	8
13	1	6	6	1	1	...	2	1	...	1	...	...	...	...	2	...	...	4	3
14	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
15	1	27	24	9	1	1	6	5	2	...	...	...	...	...	4	7	...	15	8
16	1	63	59	18	12	10	7	8	4	...	...	...	...	...	18	5	...	33	27
17	1	31	26	11	5	6	2	1	1	...	...	...	...	...	No Record	...	...	12	7
18	1	49	44	6	4	5	6	12	11	...	...	...	...	...	19	12	...	34	26

Name of School.	Class.	Scholars on Roll				Average Attendance			
		during				during			
		4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.	4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.
LADISMITH : Inspector Watermeyer.									
1. Ladismith	A 1	...	...	164	171	...	...	149	155
2. Ladismith	A 2	150	158	...	...	137	147	...	...
3. Adamskraal	A 3	21	25	24	23	18	22	22	20
4. Buffelsdrift	A 3	32	33	38	38	28	29	34	34
5. Buffels Kloof	A 3	43	43	40	38	40	39	38	35
6. Groot Rivier	A 3	19	22	19	22	17	19	17	17
7. Hoeko	A 3	30	51	55	56	27	50	52	50
8. Koedoes Kloof	A 3	...	...	...	26	...	...	...	25
9. Louis (Goedverwacht)	A 3	31	18	...	...	25	16	...	...
10. Ockert's Kraal	A 3	23	26	25	28	22	26	24	25
11. Opzoek	A 3	28	29	27	27	28	29	26	25
12. Van Wyk's Dorp	A 3	75	72	73	84	67	67	65	74
13. Voorbaat	A 3	55	45	35	45	42	32	19	36
14. Assegaibosch	Poor	...	...	20	25	...	...	19	22
15. Bosch River... ..	Poor	24	23	23	21	20	20	21	19
16. Buffel's Vlei	Poor	31	31	32	31	29	28	29	28
17. Dwars Rivier	Poor	19	19	21	...	17	18	19	...
18. Seven Weeks' Poort (Opzoek)	Poor	34	30	29	27	29	28	24	21
19. Amalienstein (Berl.)	B	167	164	168	171	152	154	159	161
20. Groot River... .. (do.)	B	28	29	26	26	24	24	20	20
21. Ladismith (do.)	B	72	75	70	64	58	53	53	48
22. Zoar (D.R.C.)	B	118	119	(112)	111	88	92	(58)	61
Total		1000	1011	880	1034	868	893	790	876
MAFEKING : Inspector Satchel.									
1. Mafeking	A 2	127	113	111	98	114	107	101	90
2. Jakhalsputs	A 3	15	18	19	12	14	17	17	12
3. Pleisier	A 3	...	...	22	27	...	...	21	26
4. Zoetival	A 3	...	23	22	23	...	21	22	22
5. Farm Faith J. J. Keeley	P.F.	9	...	...	...	8	...	...	...
6. Coedoesdam... ..	Poor	19	24	19	15	18	22	16	14
7. Rooigrond	Poor	...	16	15	15	...	16	14	13
8. Mafeking Location, Good Shep. (Eng. Ch.)	B	89	81	73	77	71	66	57	69
9. Do. Location (Ind.)	B	33	32	45	51	28	28	41	45
10. Kraaipan (L.M.S.)	B	28	26	28	36	20	25	28	36
11. Desaneng (Wes.)	B	43	38	38	32	32	33	30	29
12. Mafeking (do.)	B	260	219	208	219	220	193	189	187
13. Do. Location (do.)	B	90	82	92	68	82	68	79	56
14. Mathlomjane (do.)	B	38	30	(31)	33	38	29	(27)	27
15. Molimola (do.)	B	44	46	45	46	44	44	42	44
16. Rietfontein (do.)	B	89	93	69	63	82	83	51	57
Total		884	841	806	815	771	752	708	727
MALMESBURY : Inspector Golightly.									
1. Malmesbury, Boys'	A 1	132	137	140	161	123	129	134	155
2. Do. Girls'	A 1	202	210	217	219	186	194	202	208
3. Riebeeck West	A 1	...	137	141	145	...	133	130	138
4. Darling	A 2	105	108	106	109	97	98	102	105
5. Hopefield	A 2	78	80	81	88	74	75	77	83
6. Moorreesburg	A 2	124	144	144	174	113	130	135	165
7. Riebeeck Kasteel	A 2	114	105	99	108	99	92	85	103
8. Riebeeck West	A 2	167	...	...	...	159	...	...	...

Inspection Qr.	On Roll.	Present at Inspection.	Sub-Standards.		Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Pupil Teachers.			Unclassified.	Higher.	Same.	Lower.	Presented.	Passed.
			A.	B.									I.	II.	III.						
1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2	1	159	153	43	9	16	16	8	18	11	18	6	6	...	2	...	68	5	...	95	84
3	1	25	19	10	...	6	1	...	2	...	...	...	...	...	...	...	5	...	...	9	9
4	1	33	32	3	13	4	3	...	3	5	...	...	...	...	1	...	13	...	...	15	15
5	1	44	43	6	8	3	6	11	5	3	...	...	...	...	1	...	22	1	...	28	25
6	1	22	22	1	6	7	2	1	2	2	1	...	...	...	...	...	11	...	...	15	15
7	1	51	51	5	13	5	15	7	3	2	1	...	...	...	...	...	16	1	...	34	31
8	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
9	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
10	1	26	26	4	2	5	3	3	2	4	3	...	...	...	...	...	18	...	...	21	16
11	1	29	29	6	12	...	4	1	...	...	...	...	...	...	...	...	13	1	...	17	16
12	1	72	72	21	15	9	5	6	7	3	4	2	...	...	...	...	33	2	...	37	35
13	1	45	43	11	8	7	7	...	4	4	2	...	...	...	...	...	22	2	...	24	22
14	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
15	1	23	23	2	3	3	4	7	4	...	...	...	...	...	...	...	17	...	...	18	18
16	1	31	30	7	9	8	5	...	1	...	...	...	...	...	...	...	12	4	...	18	14
17	1	19	18	4	...	2	6	2	2	2	...	...	...	...	...	...	13	1	...	14	13
18	1	31	30	9	7	6	6	1	...	1	...	...	...	...	...	...	9	5	...	16	10
19	1	165	159	34	51	36	24	14	...	...	...	...	...	...	...	...	52	24	...	76	61
20	1	30	28	14	5	6	3	...	...	...	...	...	...	...	...	...	7	2	...	9	7
21	1	77	69	39	11	7	5	3	3	1	...	...	...	...	...	...	12	8	...	23	14
22	1	117	105	56	17	16	11	5	...	...	...	...	...	...	...	...	27	4	...	32	29
1	1	118	115	33	18	14	17	12	11	7	2	1	...	...	...	...	46	12	...	67	53
2	2	19	19	...	6	5	5	3	...	...	...	...	...	...	...	...	11	...	...	13	13
3	2	22	22	13	5	4	...	...	...	...	...	...	...	...	...	...	First Inspection	...	...	6	4
4	2	21	21	15	5	1	...	...	...	...	...	...	...	...	...	...	First Inspection	...	...	3	1
5	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
6	2	14	12	3	3	3	3	...	...	...	...	...	...	...	...	...	First Inspection	...	...	7	4
7	2	16	14	5	5	1	1	...	2	...	...	...	...	...	...	...	First Inspection	...	...	5	4
8	1	86	76	38	11	9	7	10	1	...	...	...	...	...	...	...	20	5	...	31	19
9	1	37	34	13	11	2	4	3	1	...	...	...	...	...	...	...	3	8	...	15	4
10	2	30	27	15	3	9	...	...	...	...	...	...	...	...	...	...	7	2	...	12	9
11	2	37	35	23	8	3	1	...	...	...	...	...	...	...	...	...	...	10	...	12	0
12	1	225	219	97	65	38	17	2	...	...	...	...	...	...	...	...	16	55	2	104	17
13	1	72	63	32	11	10	3	7	...	...	...	...	...	...	...	...	6	14	1	27	1
14	2	31	30	17	3	6	4	...	...	...	...	...	...	...	...	...	6	2	...	11	7
15	2	45	42	29	6	2	5	...	...	...	...	...	...	...	...	...	...	8	1	13	0
16	2	56	44	24	8	6	2	4	...	...	...	...	...	...	...	...	9	2	...	15	11
1	2	141	140	...	...	16	28	24	22	19	11	20	...	...	...	...	79	4	...	120	113
2	2	216	215	44	27	28	24	19	20	17	11	9	12	...	4	...	109	5	...	128	124
3	3	151	142	7	7	9	10	14	23	21	20	11	11	1	7	1	78	13	...	108	93
4	2	106	106	7	21	7	13	14	17	12	13	2	...	...	...	...	61	7	...	79	72
5	2	81	81	17	5	9	10	11	10	4	11	4	...	...	...	...	48	3	...	60	56
6	2	151	145	32	17	35	15	16	12	9	9	...	...	...	...	...	68	5	...	96	91
7	3	108	105	7	9	17	25	15	12												

Name of School.	Class.	Scholars on Roll				Average Attendance			
		during				during			
		4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.	4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.
MIDDELBURG: Inspector Spurway.									
1. Middelburg	A 1	295	305	311	328	273	292	293	293
2. Barend's Kraal	A 3	...	...	...	15	...	...	...	15
3. Conway Station (Railway)	A 3	28	29	24	24	22	19	18	20
4. Rooispruit	A 3	16	...	...	...	14	...	...	...
5. Rosmead Junction (Railway)	A 3	40	43	44	51	34	39	37	43
6. The Glen	A 3	...	14	13	14	...	14	13	13
7. Vlakfontein	A 3	17	17	17	10	14	16	16	8
8. Barend's Kraal	T. J. Vorster P.F.	14	14	14	...	13	14	14	...
9. Beschuitfontein	J. C. v. d. Walt P.F.	6	8	5	...	6	8	5	...
10. Elandsfontein	G. J. v. d. Walt P.F.	...	...	9	9	...	9	9	9
11. Heydon	J. H. Staples P.F.	9	9	8	9	8	9	8	9
12. Komkommerfontein	A. v. d. Walt P.F.	10	10	...	...	10	9	...	...
13. Onbekend	J. C. Lessing P.F.	...	...	10	11	...	10	9	9
14. Telpoort	I. Aucamp P.F.	8	9	8	8	7	9	8	7
15. Twist Kraal	R. A. Pfohl P.F.	(5)	5	5	5	(4)	5	5	5
16. Vetfontein	A. P. C. Duvenhage P.F.	10	8	9	8	9	8	8	7
17. Wolvenberg	B. J. M. Vorster P.F.	...	7	7	6	...	6	6	6
18. Middelburg	Poor	80	99	95	107	67	84	84	89
19. Do.	(D.R.C.) B	135	162	158	156	114	134	128	122
20. Do.	(Wes.) B	130	132	133	121	101	121	119	108
Total ... ..	...	798	871	870	882	692	787	781	763
MOLTENO: Inspector Spurway.									
1. Molteno	A 2	169	171	174	167	152	158	147	143
2. Cornet's Kop	A 3	18	16	16	16	17	15	14	14
3. Cyphergat	A 3	12	...	...	...	10	...	...	...
4. Sterkfontein	A 3	13	13	12	12	12	12	11	12
5. Stormberg Junction (Railway)	A 3	40	41	35	29	35	38	30	27
6. Zuurfontein	A 3	32	40	38	40	29	37	34	35
7. Craigmere	W. H. Tapson P.F.	12	9	10	10	11	9	9	9
8. Haasjesfontein	S. A. Cloete P.F.	6	6	(6)	6	6	6	(5)	6
9. Klipfontein	L. J. van Zyl P.F.	6	...	...	...	6	...	...	...
10. Klipfontein (Wonderhoek)	J. van Wyk P.F.	...	...	(13)	14	...	...	(13)	14
11. Marsh Moor	A. M. Brown P.F.	8	7	7	...	7	6	6	...
12. Paarden Kraal (Lonely Valley)	A. C. Vice P.F.	7	6	6	6	6	6	6	6
13. Romansfontein	A. L. Meyburgh P.F.	...	5	5	5	...	5	4	5
14. Strydfontein	D. J. Odendaal P.F.	6	6	6	5	6	6	6	5
15. The Poortje	H. C. Buurman P.F.	...	...	...	...	...	...	...	...
16. Uitkijk	W. H. Philips P.F.	6	9	9	8	6	9	9	7
17. Zeekoegat	J. T. v. Niekerk P.F.	...	6	6	8	...	6	6	8
18. Zeekoegat	T. G. v. Wyk P.F.	...	...	...	...	...	...	...	...
19. Zuurfontein	J. A. J. Vermaak P.F.	5	5	5	6	5	5	4	5
20. Cape Collieries	Poor	13	13	...	...	13	12	...	...
21. Molteno	Poor	50	51	52	54	43	46	46	46
22. Zandfontein	Poor	24	17	17	18	20	15	14	15
23. Zevenfontein	Poor	...	20	21	23	...	19	20	21
24. Molteno	(Wes.) B	60	49	39	60	50	34	27	44
Total ... ..	...	487	490	458	487	434	444	393	422
MOSSEL BAY: Inspector Mitchell.									
1. Mossel Bay, Boys'	A 1	62	63	66	65	58	59	62	60
2. Do., Girls'	A 1	106	91	88	88	95	84	80	78
3. Brandwacht	A 3	60	63	58	50	54	59	54	48
4. Fairview	A 3	...	18	15	15	...	16	13	13
5. Gatbosch	A 3	17	19	18	21	15	16	16	19
6. Great Brak River	A 3	74	76	73	80	65	65	63	71

Inspection Qr.	On Roll.	Present at Inspection.	Sub-Standards.		Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Pupil Teachers.			Unclassified.	Higher.	Same.	Lower.	Presented.	Passed.	
			A.	B.									I.	II.	III.							
1	2	312	305	58	32	36	31	40	38	31	17	6	12	...	1	3	...	131	15	...	203	156
2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3	2	24	21	8	3	1	...	4	4	1	...	...	...	...	...	...	...	6	1	...	11	9
4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5	2	44	41	9	6	6	5	3	7	2	3	...	...	...	...	...	...	14	3	...	27	20
6	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
7	2	17	17	...	2	4	6	3	1	1	...	...	...	...	...	...	...	7	3	...	17	10
8	2	14	14	3	...	3	3	4	1	...	...	...	...	...	...	...	...	7	2	...	11	7
9	2	8	8	2	1	1	1	2	1	...	...	...	...	...	...	...	...	First Inspection	...	...	5	4
10	2	11	11	3	4	2	1	...	1	...	...	...	...	...	...	...	...	First Inspection	...	...	4	4
11	2	8	8	1	1	...	2	1	...	3	...	...	...	...	...	...	...	No Record	...	...	6	6
12	1	10	9	2	2	3	2	...	...	...	...	...	...	...	...	...	...	First Inspection	...	...	6	5
13	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
14	2	9	9	1	...	2	1	2	2	1	...	...	...	...	...	...	...	6	2	...	8	6
15	2	5	5	1	...	1	2	...	1	...	1	...	...	...	...	...	...	First Inspection	...	...	4	3
16	2	9	9	1	3	1	3	...	1	...	...	...	...	...	...	...	...	3	1	...	5	4
17	2	7	7	...	3	3	1	...	...	...	...	...	...	...	...	...	...	First Inspection	...	...	4	4
18	2	92	88	38	8	18	16	6	2	...	...	...	...	...	...	...	...	21	5	...	42	25
19	2	165	149	104	12	18	9	5	1	...	...	...	...	...	...	...	...	22	7	...	35	24
20	2	137	127	91	7	8	10	7	3	1	...	...	...	...	...	...	...	No Record	...	...	31	17
MOLTENO: Inspector Spurway.																						
1	4	170	167	33	18	16	18	22	21	19	9	5	3	1	1	...	1	69	17	...	113	88
2	4	18	16	2	3	...	1	1	2	5	2	...	...	...	...	...	...	9	...	...	11	11
3	1	8	8	4	2	...	1	1	...	...	...	...	...	...	...	...	...	No Record	...	...	2	2
4	3	12	12	2	2	...	6	2	...	...	...	...	...	...	...	...	...	First Inspection	...	...	8	8
5	4	38	34	8	4	6	7	5	3	1	...	...	...	...	...	...	...	8	6	...	22	14
6	1	39	39	9	5	7	5	11	2	...	...	...	...	...	...	...	...	21	2	...	26	24
7	1	11	11	...	2	4	...	1	3	1	...	...	...	...	...	...	...	7	...	...	9	9
8	3	6	6	...	2	...	1	3	...	...	...	...	...	...	...	...	...	First Inspection	...	...	6	6
9	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
10	3	15	14	6	4	2	1	...	1	...	...	...	...	...	...	...	...	First Inspection	...	...	8	0
11	1	7	7	1	1	1	1	...	1	3	...	...	...	...	...	...	...	4	...	...	5	5
12	4	7	6	...	1	2	1	...	2	...	...	...	...	...	...	...	...	5	1	...	6	4
13	3	5	5	1	1	...	3	...	...	...	...	...	...	...	...	...	...	First Inspection	...	...	3	1
14	1	6	6	...	2	...	3	1	...	...	...	...	...	...	...	...	...	First Inspection	...	...	6	5
15	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
16	1	9	9	...	3	2	1	...	1	2	...	...	...	...	...	...	...	4	...	...	6	6
17	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
18	1	6	3	...	1	...	2	...	...	...	...	...	...	...	...	...	...	First Inspection	...	...	2	2
19	1	5	5	1	...	3	...	1	...	...	...	...	...	...	...	...	...	3	...	...	4	4
20	1	14	13	3	3	1	3	2	1	...	...	...	...	...	...	...	...	Sch. in abeyance	...	...	7	...
21	4	49	47	14	15	7	6	4	1	...	...	...	...	...	...	...	...	17	1	...	26	17
22	1	15	12	4	1	...	3	1	3	...	...	...	...	...	...	...	...	7	...	...	7	7
23	3	23	21	11	2	3																

Name of School.	Class.	Scholars on Roll				Average Attendance			
		during				during			
		4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.	4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.
44. Oudtshoorn ...	E	55	24	28	31	26	19	19	22
45. Welbedacht ...	E	27	...	...	...	21	...	...	...
46. Welgevonden ...	C. J. Muller P.F.	...	...	10	10	...	...	9	9
47. Doorn Kraal ...	Poor	...	...	...	22	...	...	...	20
48. Draaihoek ...	Poor	...	25	25	27	...	25	25	24
49. Jan Fourie's Kraal ...	Poor	33	27	32	32	28	22	26	25
50. Juta (Langverwacht) ...	Poor	18	...	...	...	12	...	...	...
51. Klein Doorn River ...	Poor	39	27	20	27	19	22	15	24
52. Molen Rivier ...	Poor	...	...	19	20	...	...	18	17
53. Oudtshoorn ...	Poor	90	82	72	78	62	62	57	61
54. Paardenbond ...	Poor	...	...	...	22	...	...	...	21
55. West Bank of Grobbelaars River ...	Poor	...	...	32	33	...	...	24	24
56. Calitzdorp ...	(D.R.C.) B	39	36	32	36	31	24	25	26
57. Oudtshoorn ...	(do.) B	159	158	163	144	145	138	132	125
58. Oudtshoorn ...	(Eng. Ch.) B	68	63	59	59	57	53	48	49
59. Dysseldorp ...	(Ind.) B	143	128	129	120	92	95	93	80
60. Matjes River ...	(do.) B	66	...	...	...	65	...	...	...
61. Oudtshoorn ...	(do.) B	185	161	147	137	139	125	121	107
62. Do., North End ...	(do.) B	50	48	59	52	35	42	47	42
63. Vlakeplaats ...	(do.) B	24	33	53	53	22	28	46	48
64. Oudtshoorn ...	(R.C.) B	100	127	124	121	90	117	116	111
Total ...	...	2720	2607	2860	2982	2252	2242	2480	2832

PAARL: Inspector Golightly.

1. Wellington, Girls' Industrial ...	Sp.	36	44	46	48	35	41	43	48
2. Do., Training College ...	Sp.	104	105	114	113	100	101	109	110
3. French Hoek High School ...	A 1	333	336	371	375	297	319	346	354
4. Lower Paarl, Boys' High School...	A 1	189	171	179	198	174	161	166	187
5. Do., Huguenot High School ...	A 1	335	312	305	333	310	292	279	307
6. Paarl, Boys' High School ...	A 1	212	223	232	243	198	214	220	232
7. Do., Girls' ...	A 1	161	157	152	155	148	150	142	146
8. Wellington, Boys' High School ...	A 1	243	220	217	219	221	210	205	212
9. Do., Girls' High School ...	A 1	292	275	284	300	271	254	265	285
10. Blauwvallei ...	A 2	119	73	73	74	108	68	67	71
11. Dal Josaphat ...	A 2	34	35	33	39	32	32	30	36
12. Groenberg ...	A 2	45	54	53	58	38	47	45	51
13. Klein Drakenstein ...	A 2	77	74	70	72	70	71	64	68
14. North Paarl ...	A 2	167	162	162	174	145	147	144	156
15. Simondium ...	A 2	65	68	68	68	55	64	56	62
16. Slot van de Paarl ...	A 2	53	51	56	57	47	45	49	51
17. Wagonmakers' Valley ...	A 2	62	50	49	50	58	48	46	47
18. Gedenkschool ...	A 3	27	26	26	31	20	21	25	28
19. Hermon ...	A 3	58	52	70	53	47	48	64	49
20. Klappmuts (Railway) ...	A 3	15	17	20	25	15	16	20	24
21. Lady Grey Bridge ...	A 3	43	36	38	40	35	33	31	33
22. La Motte ...	A 3	21	21	22	19	19	17	17	16
23. Lang Vlei ...	A 3	13	14	13	15	11	12	11	15
24. Paarl, St. Peter's ...	(Luth.) A 3	67	68	60	59	55	60	48	49
25. Do., North End ...	A 3	...	...	27	32	...	...	24	29
26. Zoetendal ...	A 3	21	22	19	19	20	21	16	18
27. Droogeheuvel ...	J. N. v. Niekerk P.F.	20	18	10	13	20	18	9	13
28. Lemiet River ...	C. Orffer P.F.	10	10	9	9	10	10	9	9
29. Otterkuil ...	M. Briers P.F.	9	9	7	7	9	7	6	7
30. Vrijmansfontein ...	J. J. de Villiers P.F.	6	6	7	7	6	6	6	6
31. Oude Pont ...	Poor	25	24	25	27	24	22	22	26
32. Wellington Station ...	Poor	35	33	35	34	32	31	32	32
33. Do., Malherbe Street ...	Poor	94	99	99	91	84	87	77	80

Inspection Qr.	On Roll.	Present at Inspection.	Sub-Standards.		Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Pupil Teachers.			Unclassified.	Higher.	Same.	Lower.	Presented.	Passed.		
			A.	B.									I.	II.	III.								
44	3	36	25	8	9	3	4	...	1	...	...	...	...	...	...	4	...	...	8	5
45	4	29	26	19	3	3	1	...	...	...	...	...	...	...	...	3	4	...	7	2
46	3	10	10	3	3	...	1	3	...	...	...	...	...	...	...	First Inspection			4	1
47	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
48	3	27	27	3	21	2	1	...	...	...	...	...	...	...	...	First Inspection			12	3
49	4	33	32	16	2	6	5	2	1	...	...	...	...	...	...	6	2	...	15	9
50	4	19	17	7	2	2	2	2	2	...	...	...	...	...	...	5	...	...	8	7
51	3	28	28	10	7	1	6	4	...	...	...	...	...	...	...	First Inspection			12	7
52	3	20	18	17	1	...	...	...	...	...	...	...	...	...	...	First Inspection			0	0
53	3	77	76	30	13	11	9	6	7	...	...	...	...	...	...	21	4	...	33	25
54	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
55	3	43	40	22	6	7	3	2	...	...	...	...	...	...	...	First Inspection			15	10
56	4	44	27	25	1	1	...	...	...	...	...	...	...	...	...	...	...	...	2	1
57	3	147	135	53	25	26	19	12	...	...	...	...	...	...	...	49	9	...	60	31
58	3	61	59	35	5	7	8	4	...	...	...	...	...	...	...	7	5	...	19	13
59	3	123	122	74	23	11	11	3	...	...	...	...	...	...	...	13	16	...	32	15
60	4	65	64	39	16	4	5	...	...	...	...	...	...	...	...	Sch. in abeyance			19	6
61	3	137	110	34	23	14	22	11	4	2	...	...	...	...	...	39	15	1	58	40
62	3	50	46	39	7	...	...	...	...	...	...	...	...	...	...	...	...	...	0	0
63	4	55	51	43	6	2	...	...	...	...	...	...	...	...	...	2	3	...	8	2
64	4	100	91	52	10	9	7	11	2	...	...	...	...	...	...	18	5	...	31	19
1	1	36	34	1	5	10	9	4	5	...	...	...	...	...	...	9	1	...	28	26
2	1	104	100	25	32	35	8	Not comparable				
3	4	346	332	20	15	22	31	21	43	44	49	39	43	1	3	...	166	35	...	295	235		
4	4	185	184	5	5	8	19	23	22	28	32	22	20	115	16	...	175	148		
5	4	340	334	46	37	12	24	39	43	37	34	24	16	11	7	2	136	21	...	235	205
6	4	211	206	3	11	20	23	34	43	28	42	106	13	...	204	173		
7	4	160	156	14	9	13	22	13	11	10	19	12	11	...	12	6	4	67	13	...	100	84	
8	4	245	240	3	12	25	30	33	38	32	65	129	34	1	238	182		
9	4	307	301	23	13	19	16	27	45	50	32	26	38	127	17	...	256	206		
10	4	121	116	2	4	5	7	11	24	17	21	8	17	59	7	...	96	73		
11	1	36	35	8	3	2	3	3	9	2	4	1	...	...	...	18	1	...	24	22
12	1	53	51	8	3	4	9	6	8	4	6	...	3	...	...	28	4	...	37	32	
13	1	76	76	2	4	10	10	5	15	9	13	8	...	...	...	49	8	...	71	58
14	1	165	158	24	18	14	26	19	22	14	13	5	1	...	2	...	95	6	...	117	108		
15	1	68	64	3	7	7	9	9	9	6	8	...	5	...	...	33	7	...	48	32	
16	1	54	52	4	10	5	7	5	10	10	1	...	...	...	...	33	...	...	38	38
17	1	53	51	1	6	11	9	5	9	3	6	1	...	...	...	28	1	...	44	43
18	1	27	25	1	1	3	5	2	1	2	6	3	1	9	2	...	22	18		
19	3	54	48	14	14	5	6	6	3	...	...	...	...	...	...	20	10	...	31	14
20	1	16	16	1	5	4	5	1	...	...	...	...	...	...	...	First Inspection			12	7
21	1	34	33	12	4	6	6	5	...	...	...	...	...	...	...	9	3	...	18	12
22	2	22	21	5	3	2	4	1	5	1	1	...	...	...	...	9	2	...	13	9
23	1	15	14	5	2	2	1	...	1	1	1	1	...	...	...	First Inspection			7	7
24	1	67	65	22	7	11	9	4	6	2	4	...	...	...	...	21	5	...	36	29
25	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
26	1	24	23	3	3	2	4	4	1	2	4	...	...	...	...	15	1	...	17	16
27	3	13	13	2	2	4	2	2	1	...	...	...	...	...	...	4	2	...	10	4
28	1	10	10	3	3	...	2	1	1	...	...	...	...	...	...	1	1	...	4	3
29	2	7	6	1	...	...	1	...	1	2	1	...	...	...	...	1	4	...	5	0
30	1	6	6	...	1	...	1	2	1	1	...	...	...	...	...	2	1	...	5	5
31	1	21	19	4	3	5	3	2	1	11	...	...	...	...	...	7	1	...	12	11
32	1	36	32	16	6	4	3	3	...	...	...	...	...	...	...	9	...	...	10	10
33	1	99	96	47	15																		

Name of School.	Class.	Scholars on Roll				Average Attendance			
		during				during			
		4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.	4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.
34. Languedoc ...	B	79	68	52	40	72	64	49	38
35. Pniel ...	B	140	130	137	163	93	93	76	86
36. Dal Josaphat ...	(D.R.C.) B	36	44	36	31	31	37	29	24
37. French Hoek ...	(do.) B	103	88	81	75	75	72	62	60
38. Paarl, Zion Chapel ...	(do.) B	64	69	70	66	47	54	47	47
39. South Paarl ...	(do.) B	74	64	67	65	46	51	43	44
40. Wellington ...	(do.) B	292	293	284	284	242	266	225	231
41. Klappmuts ...	(Eng. Ch.) B	30	30	29	31	25	24	24	25
42. Klein Drakenstein ...	(do.) B	75	72	75	79	65	68	69	73
43. Lower Paarl ...	(do.) B	150	203	187	173	116	172	120	134
44. Upper Paarl ...	(do.) B	60	63	58	53	40	41	37	37
45. Wellington ...	(do.) B	44	53	50	51	32	39	35	38
46. French Hoek ...	(Ind.) B	70	68	72	71	57	51	60	58
47. Paarl Station ...	(do.) B	83	86	83	85	78	79	70	68
48. Paarl, Union ...	(do.) B	283	291	309	281	222	242	241	226
Total ...	...	4574	4487	4541	4605	3955	4026	3880	4046
PEDDIE: Inspector T. W. Rein.									
1. Peddie ...	A 2	62	68	69	73	58	62	64	67
2. Bell ...	A 3	24	19	19	19	19	18	18	18
3. Bodiam ...	A 3	...	16	17	17	...	15	16	15
4. Bromsgrove ...	A 3	...	23	25	20	...	21	23	17
5. Gwanga ...	A 3	18	15	14	14	15	13	11	11
6. Kingston ...	A 3	15	15	15	15	12	14	14	13
7. Wesley ...	A 3	35	29	25	20	31	24	20	15
8. Bromsgrove ...	W. L. Reynolds P.F.	21	...	...	...	19	...	...	...
9. Falloeden ...	Miss H. L. Powell P.F.	13	14	13	14	10	12	11	12
10. Hastings ...	L. K. Currin P.F.	11	10	10	10	10	10	10	10
11. Newtondale ...	D. J. Davies P.F.	...	5	5	5	...	5	5	5
12. Prudhoe ...	W. H. Welsh P.F.	11	12	12	12	10	11	11	11
13. Watervloed ...	J. Leach P.F.	...	...	...	7	...	...	...	7
14. Worthing ...	R. H. Reynolds P.F.	...	7	7	8	...	7	6	7
15. Daninge ...	(L. Dlepu) B	47	51	50	53	38	42	39	36
16. Cwaru ...	(Eng. Ch.) B	33	48	52	50	28	38	34	33
17. Ayliff Inst., Boys' and Infants' ...	(Wes.) B	54	49	52	52	38	36	42	40
18. Ayliff Inst., Girls' ...	(do.) B	56	...	...	...	53	...	...	...
19. Bira ...	(do.) B	58	53	52	52	40	30	33	34
20. Cisira ...	(do.) B	61	71	69	70	49	59	55	58
21. Damdam ...	(do.) B	58	54	54	(57)	43	43	43	(46)
22. Feni ...	(do.) B	51	48	44	42	35	37	35	32
23. Gcebula ...	(do.) B	46	41	49	48	28	25	33	30
24. Gwabini ...	(do.) B	54	57	49	50	42	43	30	34
25. Hamburg ...	(do.) B	33	35	35	40	27	27	27	29
26. Hlosini ...	(do.) B	56	48	47	51	37	34	32	41
27. Horton (Enquebebeni) ...	(do.) B	105	100	88	(76)	79	73	55	(54)
28. Lower Mgwalana ...	(do.) B	32	45	54	49	19	32	31	29
29. Mgwalana ...	(do.) B	99	94	91	96	48	67	75	68
30. Mpeko ...	(do.) B	70	67	63	72	44	44	47	46
31. Mqwashu ...	(do.) B	26	34	31	24	19	23	19	13
32. Ndwayana ...	(do.) B	39	34	36	33	29	27	26	20
33. Newtondale ...	(do.) B	81	90	84	82	48	57	57	56
34. Nobumba ...	(do.) B	29	33	31	25	19	26	20	15
35. Qamnyana ...	(do.) B	46	39	42	39	34	30	28	27
36. Qeto ...	(do.) B	22	21	24	31	16	19	24	28
37. Rura ...	(do.) B	97	89	85	92	65	63	56	71
38. Tuku ...	(do.) B	74	75	82	90	56	57	65	70
39. Tuwa (Bell) ...	(do.) B	36	40	38	22	25	24	28	19
40. Tyityaba ...	(do.) B	50	44	46	44	37	30	33	30
41. Ayliff Institute, Girls' ...	(Wes.) C	...	65	66	61	...	63	63	55
Total ...	...	1623	1658	1645	1507	1180	1261	1239	1122

Inspection Qr.	On Roll.	Present at Inspection.	Sub-Standards.		Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Pupil Teachers.			Unclassified.	Higher.	Same.	Lower.	Presented.	Passed.
			A.	B.									I.	II.	III.						
			1.	2.									3.	4.	5.						
34	2	51	50	38	4	6	...	2	...	...	...	...	...	...	6	1	...	8	8
35	2	130	61	37	7	14	2	1	...	...	...	...	...	...	11	2	...	20	3
36	1	44	37	24	8	5	...	...	...	...	...	...	...	...	2	4	...	7	3
37	2	89	78	28	17	15	12	3	3	...	...	...	...	...	19	15	...	38	19
38	1	70	59	27	12	10	5	4	1	...	...	...	...	...	10	8	...	21	12
39	1	63	63	33	12	10	6	2	...	...	...	...	...	...	14	4	...	19	15
40	1	343	313	151	40	67	23	24	8	...	...	...	...	...	76	23	...	125	95
41	1	28	22	17	4	1	1	1	0	
42	1	73	71	31	13	13	6	6	2	...	...	...	...	...	19	9	...	32	22
43	1	210	186	102	52	17	8	6	...	1	...	...	...	...	27	18	...	53	23
44	1	55	48	30	8	5	3	2	...	...	...	...	...	...	9	2	...	12	9
45	1	48	42	15	6	5	7	9	...	...	...	...	...	...	11	3	1	22	15
46	2	75	72	24	15	7	12	8	6	...	...	...	...	...	25	11	...	37	19
47	1	84	74	43	7	10	12	1	1	...	...	...	...	...	First Inspection	...	...	27	15
48	1	306	291	134	35	27	37	30	12	7	3	...	2	4	89	15	...	120	104		
1	4	62	62	8	2	6	3	5	9	13	6	3	3	4	...	34	5	...	45	38	
2	4	24	23	1	1	5	1	8	3	3	1	...	...	...	17	3	...	21	18
3	
4	
5	4	17	17	5	1	6	2	3	...	...	...	...	...	...	First Inspection	...	...	12	9
6	4	15	15	1	2	...	4	1	3	4	...	...	...	...	4	3	...	12	9
7	4	36	36	5	1	3	4	9	5	6	3	...	...	...	16	13	...	30	16
8	4	21	21	2	4	8	5	2	...	...	...	...	...	...	First Inspection	...	...	16	14
9	4	13	13	2	...	1	4	3	2	1	...	...	...	...	7	...	...	11	10
10	4	11	11	...	3	1	1	2	2	2	...	...	...	...	7	...	...	8	8
11	
12	4	11	11	1	...	1	2	...	4	...	3	...	...	...	9	...	...	10	10
13	
14	
15	4	49	46	20	7	4	12	...	3	...	...	...	...	...	18	...	...	19	19
16	4	50	44	13	10	9	8	4	...	...	...	...	...	...	9	9	...	27	12
17	4	57	54	12	13	10	11	8	...	...	...	...	...	...	8	16	...	40	16
18	
19	4	58	55	31	17	4	3	...	...	...	...	...	...	...	First Inspection	...	...	7	6
20	4	65	56	15	18	6	4	11	2	...	...	...	...	...	9	16	...	30	12
21	4	58	49	16	6	10	5	9	3	...	...	...	...	...	10	20	...	31	11
22	4	51	44	11	5	10	8	10	...	...	...	...	...	...	8	19	1	32	8
23	4	47	36	13	10	3	7	3	...	...	...	...	...	...	1	10	...	21	3
24	4	54	53	20	14	11	5	3	...	...	...	...	...	...	10	10	...	27	10
25	4	35	35	9	6	5	6	4	5	...	...	...	...	...	14	4	...	22	18
26	4	59	53	26	7	9	6	5	...	...	...	...	...	...	5	17	...	25	6
27	4	109	102	30	13	26	17	12	4	...	...	...	...	...	27	32	...	65	30
28	4	31	26	12	8	3	3	...	...	...	...	...	...	...	First Inspection	...	...	9	6
29	4	101	85	23	24	17	14	5	2	...	...	...	...	...	11	34	...	55	13
30	4	71	58	27	1	13	9	6	2	...	...	...	...	...	10	19	...	31	13
31	4	27	26	9	6	3	5	3	...	...	...	...	...	...	2	11	...	17	2
32	4	39	33	14	7	6	3	3	...	...	...	...	...	...	1	15	...	19	0
33	4	79	64	19	13	15	12	4	1	...	...	...	...	...	14	17	...	40	16
34	4	29	24	6	4	3	2	8	1	...	...	...	...	...	2	12	...	18	3
35	4	44	42	19	8	2	3	7	3	...	...	...	...	...	7	9	2	18	9
36	4	22	13	6	3	4	...	...	...	...	...	...	...	...	...	5	...	6	0
37	4	96	82	20	16	16	14	13	3	...	...	...	...	...	24	23	...	57	25
38	4	75	69	28	16	11	7	3	4	...	...	...	...	...	16	12	1	33	20
39	4	35	35	17	5	5	4	4	...	...	...	...	...	...	5	10	...	17	5
40	4	51	46	25	7	5	6	2	1	...	...	...	...	...	10	8	...	18	10
41																					

Name of School.	Class.	Scholars on Roll				Average Attendance			
		during				during			
		4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.	4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.
PHILIPSTOWN: Inspector Grant.									
1. Petrusville ...	A 2	133	136	133	129	121	124	123	124
2. Philipstown ...	A 2	158	158	154	174	147	149	147	168
3. Driefontein ...	J. Vermeulen P.F.	5	5	...	...	5	5	...	...
4. Forsterdam ...	I. D. du Plessis P.F.	7	...	...	...	7	...	...	...
5. Klippoort ...	J. P. Venter P.F.	9	7	8	7	9	6	8	7
6. Rhenosterfontein ...	J. du Plessis P.F.	...	...	...	6	...	...	...	6
7. Taaiboschpoort ...	S. Z. Venter P.F.	9	8	8	7	9	8	8	7
8. Petrusville ...	(Wes.) B	61	61	56	48	53	50	52	43
9. Philipstown ...	(do.) B	70	85	52	54	66	78	49	50
Total ...	...	452	460	411	425	417	420	387	405
PIQUETBERG: Inspector Hofmeyr.									
1. Piquetberg ...	A 2	99	101	105	104	93	97	100	98
2. Porterville ...	A 2	208	201	206	232	183	170	191	208
3. Ezelshoek ...	A 3	19	23	22	21	17	21	20	18
4. Goergap ...	A 3	10	17	17	17	10	14	14	15
5. Koornkloof ...	A 3	19	22	21	21	15	18	17	19
6. Koppies ...	A 3	19	...	28	18	18	...	21	16
7. Kruisman's Rivier ...	A 3	...	...	15	20	...	...	15	17
8. Kruisfontein ...	A 3	39	46	30	41	30	39	26	39
9. Kruis River ...	A 3	15	14	(15)	16	14	13	(14)	15
10. Langvlei ...	A 3	27	26	27	31	22	25	26	30
11. Meintjes Kraal ...	A 3	22	22	23	25	20	20	21	24
12. Middelpost ...	A 3	22	22	20	18	19	18	15	17
13. Modderfontein ...	A 3	...	11	13	13	...	11	11	12
14. Pampoenkraal ...	A 3	...	...	(20)	20	...	...	(20)	18
15. Papkuilsfontein ...	A 3	19	22	19	16	18	21	18	16
16. Piquinier's Kloof ...	A 3	12	...	...	...	11	...	...	...
17. Smits Vlei ...	A 3	14	13	14	19	13	12	12	18
18. Twenty-four Rivers ...	A 3	13	13	13	16	13	12	11	16
19. Weltevrede ...	A 3	...	...	...	(10)	...	...	...	(10)
20. Zuurfontein ...	A 3	...	...	11	15	...	...	11	14
21. Dasbosch ...	P. G. van Eeden P.F.	...	...	...	14	...	...	...	13
22. Groenvlei ...	S. D. Burger P.F.	8	6	6	7	7	5	6	7
23. Banghoek ...	Poor	15	15	20	20	14	13	18	18
24. Goudmijn ...	Poor	14	15	15	14	12	14	12	14
25. Keerom ...	Poor	...	...	18	29	...	...	17	26
26. Koopmans Kraal ...	Poor	15	15	16	18	14	14	15	16
27. Koppies ...	Poor	...	26	...	...	...	25	...	...
28. Mouton's Hoek ...	Poor	26	26	24	24	23	23	22	23
29. Riet Kloof ...	Poor	17	24	18	18	14	21	14	16
30. Riet Vlei ...	Poor	22	26	22	24	19	23	19	22
31. Rooi Verloren Vallei ...	Poor	...	55	57	53	...	42	39	46
32. Tzaarskuil ...	Poor	26	20	24	27	24	19	22	26
33. Velddrift ...	Poor	72	80	76	81	66	76	73	78
34. Zoutkuil ...	Poor	12	20	18	19	12	19	17	18
35. Piquetberg ...	(D.R.C.) B	47	60	51	50	42	53	39	42
36. Porterville ...	(do.) B	50	56	61	57	33	39	37	43
37. Berg River Mouth ...	(Eng. Ch.) B	84	85	83	82	79	78	75	76
38. Goedverwacht ...	(Mor.) B	154	135	143	142	150	128	135	131
39. Wittewater ...	(do.) B	97	99	112	100	91	94	102	89
Total ...	...	1216	1316	1348	1442	1096	1177	1191	1314
PORT ELIZABETH: Inspector Milne.									
1. Port Elizabeth, School of Art ...	Sp.	66	60	65	87	51	49	53	70
2. Do., Boys' High Sch. (Grey Ins.)	A 1	219	209	217	218	204	200	205	202
3. Do., Erica ...	A 1	209	244	236	246	191	233	214	218
4. Do., Girls' High School (S.)	A 1	176	155	157	142	161	150	146	129

Inspection Qr.	On Roll.	Present at Inspection.	Sub-Standards.		Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Pupil Teachers.			Unclassified.	Higher.	Same.	Lower.	Presented.	Passed.		
			A.	B.									I.	II.	III.								
1	3	129	128	14	4	20	34	14	14	13	5	6	...	4	...	...	88	5	...	110	97
2	4	160	155	40	19	24	15	15	22	9	9	2	...	...	...	...	75	15	...	98	80
3	4	6	6	2	...	2	2	...	...	...	...	...	...	...	...	...	Sch. in abeyance	...	...	4	3
4	4	7	7	1	...	1	1	...	1	2	1	...	...	...	...	...	First Inspection	...	...	6	5
5	4	9	9	3	3	...	...	...	2	1	...	...	...	...	...	...	2	1	...	3	2
6	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
7	2	8	8	2	...	...	1	3	1	...	1	...	...	...	...	...	5	1	...	6	5
8	4	58	58	36	9	11	2	...	...	...	...	...	...	...	...	...	First Inspection	...	...	15	13
9	4	69	68	38	13	12	3	2	...	...	...	...	...	...	...	...	No Record	...	...	17	15
1	2	106	106	22	4	10	6	9	17	16	14	...	3	2	...	2	1	...	52	6	...	72	58
2	2	210	204	38	27	19	31	29	21	13	13	...	3	4	...	6	88	29	...	131	96
3	1	23	21	10	6	2	1	1	1	...	...	...	...	...	...	...	4	2	...	6	3
4	1	17	15	6	3	3	3	...	...	...	...	...	...	...	...	...	3	2	...	7	4
5	2	22	22	2	7	3	5	3	1	1	...	...	...	...	...	...	10	...	...	13	12
6	2	28	28	7	5	5	1	5	4	1	...	...	...	...	...	...	14	2	...	18	16
7	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
8	4	41	40	11	9	13	6	...	1	...	...	...	...	...	...	...	First Inspection	...	...	20	20
9	4	16	13	7	2	1	1	...	2	...	...	...	...	...	...	...	First Inspection	...	...	4	3
10	4	28	27	7	4	...	7	7	1	1	...	...	...	...	...	...	7	4	...	16	11
11	2	23	23	5	5	4	4	1	2	2	...	...	...	...	...	...	8	5	...	13	7
12	1	22	18	3	6	3	5	1	...	...	...	...	...	...	...	...	First Inspection	...	...	9	9
13	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
14	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
15	4	19	19	...	3	3	3	6	3	1	...	...	...	...	...	...	14	1	...	16	15
16	4	10	10	1	1	3	2	1	2	...	...	...	...	...	...	...	First Inspection	...	...	8	7
17	4	15	15	...	1	4	2	7	1	...	...	...	...	...	...	...	9	...	...	14	14
18	2	13	13	2	2	...	4	2	1	...	2	...	...	...	...	...	3	...	...	9	9
19	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
20	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
21	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
22	4	11	10	1	4	...	2	1	1	1	...	...	...	...	...	...	3	2	...	6	4
23	2	23	22	5	5	3	5	1	2	1	...	...	...	...	...	...	7	3	...	13	8
24	1	16	16	4	1	2	2	4	...	3	...	...	...	...	...	...	6	1	...	11	9
25	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
26	2	17	16	4	6	1	2	...	3	...	...	...	...	...	...	...	First Inspection	...	...	7	5
27	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
28	1	27	24	3	3	7	5	1	3	2	...	...	...	...	...	...	9	8	...	20	10
29	2	22	20	3	4	5	5	2	1	...	...	...	...	...	...	...	7	6	...	15	*7
30	4	23	23	7	4	5	4	2	1	...	...	...	...	...	...	...	6	4	...	14	9
31	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
32	4	30	29	...	4	4	9	...	5	6	1	...	...	...	...	...	19	...	...	25	23
33	2	72	72	17	15	6	15	8	6	4	1	...	...	...	...	...	13	18	...	42	20
34	4	14	13	4	3	3	1	2	...	...	...									

Name of School.	Class.	Scholars on Roll				Average Attendance			
		during				during			
		4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.	4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.
5. Port Elizabeth, North End	A 2	430	407	385	403	393	386	358	362
6. Do., Russell Road	A 2	170	201	196	205	151	188	179	183
7. Do., South End	A 2	279	291	293	284	253	276	274	257
8. Do., Nazareth House ... (R.C.)	A 3	...	...	...	121	...	...	...	121
9. Do., North End, St. Dominic's (do.)	A 3	62	64	64	58	50	59	56	51
10. Do., St. Augustine's, Boys' (do.)	A 3	173	152	154	141	164	137	131	118
11. Do., St. Joseph's, Girls' ... (do.)	A 3	14	...	...	...	9	...	...	...
12. Do., St. Paul's, Boys' (Eng. Ch.)	A 3	80	76	86	88	71	70	81	76
13. Do., do., Girls' (do.)	A 3	222	214	202	195	183	190	181	153
14. Do., St. Peter's ... (do.)	A 3	156	147	158	147	139	134	136	126
15. Do., South End ... (R.C.)	A 3	158	135	130	120	123	115	103	110
16. Sydenham	A 3	85	118	130	148	73	107	116	126
17. New Brighton ... (T. Mnikina)	E	...	...	...	51	...	...	...	38
18. Port Elizabeth, South End	E	16	...	...	...	11	...	...	...
19. Draaifontein ... J. J. Beckley	P.F.	9	8	8	8	8	8	7	7
20. Kragga Kamma ... W. J. Estment	P.F.	6	6	...	...	6	6	...	...
21. Port Elizabeth, Chapel Street	B	117	193	157	152	80	139	107	93
22. Do., Drury Street	B	40	61	56	69	30	46	52	53
23. Do., Seymour Street	B	235	245	252	246	185	204	203	192
24. Korsten (E. Sipelelo) (W. Bottoman)	B	58	52	44	31	35	37	32	28
25. Walmer Road ... (do.)	B	31	32	26	...	21	26	18	...
26. Korsten, St. Cyprian's ... (Eng. Ch.)	B	101	92	106	...	87	88	101	...
27. Do. ... (do.)	B	58	56	...	...	53	44	...	...
28. New Brighton ... (do.)	B	...	...	24	15	...	...	20	12
29. New Brighton Loc. (T. Mnikina) (do.)	B	...	...	47	101	...	...	42	78
30. Port Elizabeth, St. Mark's (do.)	B	182	181	180	167	127	144	112	105
31. Bethelsdorp ... (Ind.)	B	81	82	87	82	57	72	71	65
32. Klein School ... (do.)	B	59	68	70	55	45	56	60	41
33. Korsten ... (do.)	B	147	(153)	139	121	135	(137)	122	108
34. Korsten Union ... (do.)	B	60	69	62	49	44	59	47	30
35. Kragga Kamma ... (do.)	B	37	42	51	52	30	34	43	34
36. New Brighton ... (do.)	B	69	(83)	90	84	51	(64)	79	64
37. Port Elizabeth, Nazareth House ... (R.C.)	B	125	115	119	...	125	115	119	...
38. Korsten ... (Wes.)	B	96	91	75	75	77	79	62	61
Total		4026	3866	4066	3961	3423	3451	3530	3311
PRIESKA : Inspector Grant.									
1. Brakboschpoort	A 3	16	18	16	17	16	17	16	15
2. Draghoender	A 3	39	32	32	37	38	32	30	36
3. Drielingspan	A 3	...	...	10	12	...	...	10	11
4. Klipgatspan... ..	A 3	...	...	...	10	...	...	...	9
5. Prieska	A 3	74	76	73	77	71	72	69	72
6. Stoffkraal	A 3	13	14	13	13	13	14	13	12
7. Geelboschpan ... D. J. Buys	P.F.	...	...	...	9	...	...	...	9
8. Kameelboom (Schalkspuit) J. S. Maree	P.F.	...	7	7	6	...	7	6	6
9. Karreebee ... L. de Jager	P.F.	5	6	...	...	5	6	...	...
10. Moodraai ... H. A. v. Niekerk	P.F.	5	6	6	6	5	5	6	6
11. New Year's Kraal ... S. P. Louw	P.F.	6	5	5	5	6	5	5	5
12. Uitspanberg... ..	P.F.	11	15	...	...	11	13	...	...
13. Zwemkuil ... H. A. Enslin	P.F.	5	5	5	5	5	5	5	5
14. Marydale	Poor	...	24	27	25	...	24	25	24
15. Prieska	Poor	54	55	(47)	51	42	30	(35)	42
16. Spionkop	Poor	13	13	10	7	13	11	10	6
17. Uitspanberg... ..	Poor	...	...	15	17	...	...	15	17
18. Prieska ... (D.R.C.)	B	...	43	55	39	...	40	48	37
Total		241	319	274	336	225	281	258	312

Inspection Qr.	On Roll.	Present at Inspection.	Sub-Standards.		Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Pupil Teachers.			Unclassified.	Higher.	Same.	Lower.	Presented.	Passed.
			A.	B.									I.	II.	III.						
5	1	417	400	104	57	46	54	53	48	22	14	1	...	1	...	171	25	1	239	206	
6	1	212	201	73	22	37	27	23	11	4	1	...	3	...	58	5	...	104	90		
7	1	305	302	91	37	34	41	40	27	25	5	1	...	1	...	122	26	...	179	147	
8	
9	2	64	59	20	4	8	13	6	6	2	28	1	...	35	33	
10	2	157	145	22	31	28	19	16	15	10	4	...	...	...	55	24	...	103	72
11	2	
12	2	82	81	...	4	20	20	19	9	6	2	...	1	...	37	10	...	80	63		
13	2	206	191	84	29	16	24	11	13	9	4	...	1	...	50	10	...	80	63		
14	2	160	138	62	16	20	21	10	6	2	...	...	1	...	39	11	...	63	48
15	2	131	122	57	14	20	6	6	11	2	3	...	1	...	35	5	...	48	42		
16	2	127	127	49	23	24	15	14	2	...	...	...	...	...	27	3	...	58	46
17	
18	4	16	9	...	2	2	2	2	1	...	...	...	...	...	2	...	...	7	4
19	2	8	7	1	...	1	1	1	1	2	...	...	...	...	5	1	...	6	3
20	1	6	6	...	...	2	1	2	1	...	...	...	...	...	5	...	...	6	6
21	2	168	144	88	14	17	14	8	3	...	...	...	...	...	17	7	...	46	31
22	1	57	38	17	12	5	3	...	1	...	...	...	...	...	5	2	...	12	8
23	1	247	222	125	39	21	19	14	4	...	...	...	...	...	43	7	...	62	55
24	1	54	39	15	8	6	4	4	2	...	...	...	...	...	2	2	...	18	10
25	1	30	27	23	2	1	1	...	...	...	...	...	...	...	...	...	...	2	2
26	2	88	75	23	9	10	13	11	8	1	...	...	...	...	20	23	...	46	23
27	2	39	32	11	5	4	5	5	2	...	...	...	...	...	13	1	...	17	15
28	
29	
30	1	190	167	87	28	22	21	8	1	...	...	...	...	...	34	5	1	54	46
31	2	88	78	29	8	15	17	8	1	...	...	...	...	...	28	13	...	45	32
32	2	73	66	46	13	7	...	...	...	...	...	...	...	...	6	1	...	8	7
33	2	147	126	42	30	20	15	12	7	...	...	...	...	...	25	12	...	56	41
34	2	66	60	42	8	5	3	2	...	...	...	...	...	...	First Inspection	...	...	10	4
35	2	53	46	23	10	9	3	1	...	...	...	...	...	...	7	5	...	13	7
36	4	60	53	34	10	6	3	...	...	...	...	...	...	...	First Inspection	...	...	15	8
37	2	116	113	36	16	18	18	10	11	3	1	...	...	...	41	18	...	65	45
38	2	79	73	31	13	8	11	6	4	...	...	...	...	...	21	4	...	29	24
1	3	17	17	2	2	1	...	3	3	4	2	...	...	...	11	2	...	13	11
2	1	32	32	14	4	4	5	4	1	...	...	...	...	...	First Inspection	...	...	15	12
3	
4	
5	3	77	75	13	7	14	13	8	12	5	2	1	...	...	39	5	...	56	50
6	1	14	14	2	9	1	...	1	1	...	...	...	...	...	First Inspection	...	...	3	2
7	
8	3	7	7	1	...	...	1	...	1	1	1	2	...	...	First Inspection	...	...	6	6
9	2	6	6	...	1	4	...	1	...	...	...	...	...	...	First Inspection	...	...	6	4
10	
11	
12	
13	
14	1	19	19	6	5	3	2	3	...	...	...	...	...	...	First Inspection	...	...	11	4
15	3	56	54	28	10	5	5	3	3	...	...	...	...	...	16	...	...	16	16
16	1	13	7	1	2	1	3	...	...	...	...	...	...	...	First Inspection	...	...	4	4
17	3	18	18	10	1	...	2	1	2	2	...	...	...	...	5	2	...	7	5
18	

Name of School.	Class.	Scholars on Roll				Average Attendance			
		during				during			
		4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.	4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.
PRINCE ALBERT: Inspector Freeman.									
1. Prince Albert	A 1	158	149	155	166	142	136	142	153
2. Fraserburg Road Station (Railway) ...	A 3	37	32	37	34	26	28	29	27
3. Kalkgat	A 3	17	...	23	22	16	...	21	22
4. Laingsburg	A 3	142	154	151	148	132	140	136	132
5. Remhoogte	A 3	19	21	25	27	18	18	23	24
6. Rietfontein	A 3	11	11	9	...	10	11	8	...
7. Bloemendal	C. Hattingh P.F.	...	...	...	7	...	...	...	6
8. Scholtzkloof	F. F. de Wit P.F.	(9)	10	12	12	(8)	8	11	11
9. Tigerberg	S. J. Mostert P.F.	5	5	5	5	5	5	4	4
10. Bartmansfontein	Poor	27	27	30	26	24	22	23	21
11. Bezemfontein	Poor	14	12	15	17	13	12	14	15
12. Blood River	Poor	16	17	19	17	14	16	17	16
13. Doorn River	Poor	...	27	32	30	...	25	27	25
14. Klaarstroom	Poor	16	22	24	20	12	20	22	17
15. Kouka	Poor	...	...	...	...	...	...	...	...
16. Prince Albert	Poor	39	55	60	55	33	48	52	48
17. Rietvlei	Poor	26	27	29	27	20	22	23	23
18. Weltevreden	Poor	19	21	20	24	18	20	19	23
19. Zand Rivier... ..	Poor	21	17	14	14	13	13	12	11
20. Laingsburg	(Berl.) B	100	106	102	105	88	89	80	86
21. Prince Albert	(D.R.C.) B	80	72	65	76	60	51	51	62
22. Do.	(Eng. Ch.) B	43	49	...	49	32	31	...	20
Total ... ..	...	790	834	827	881	676	715	714	746
QUEENSTOWN: Inspector Logie.									
1. Queenstown, Boys'	A 1	148	155	156	150	137	147	141	136
2. Do. Girls'	A 1	145	136	145	143	132	126	133	127
3. Sterkstroom	A 2	195	184	173	163	171	166	149	139
4. Bailey Station (Railway)... ..	A 3	16	6	21	22	14	6	17	20
5. Bridge Farm	A 3	13	20	...	...	11	19	...	...
6. Fordyce	A 3	12	13	12	12	12	12	11	12
7. Hopefield (Harrison)	A 3	15	...	...	...	13	...	...	...
8. Oxtan Manor	A 3	...	5	...	...	...	5	...	...
9. Pavet	A 3	14	12	12	8	13	11	10	8
10. Queenstown, Queen's Drive	A 3	145	140	146	145	125	125	116	118
11. Roode Rand	A 3	8	10	10	11	8	9	6	10
12. Turvey's Post	A 3	12	12	12	12	11	11	11	10
13. Tylden Station (Railway)	A 3	42	33	30	26	37	27	27	25
14. Whittlesea... ..	A 3	25	25	30	31	22	22	26	24
15. Avondale (Coldstream)	H. T. Torr P.F.	11	9	...	...	9	8	...	...
16. Bridge Farm	J. L. Bisset P.F.	...	...	5	6	...	...	5	6
17. Forest Range	J. L. Froneman P.F.	4	...	...	...	4	...	...	...
18. Kamastone Mission House, Rev. W. Baker	P.F.	...	6	6	7	...	5	5	5
19. Kettershock	J. L. Geyer P.F.	...	...	...	8	...	...	...	8
20. Lausanne	J. Lang P.F.	8	7	9	11	8	7	9	10
21. Oxtan Manor	C. G. Hay P.F.	...	...	5	5	...	...	5	5
22. Queensdale	J. E. Holland P.F.	10	11	11	11	9	9	10	9
23. Rookraal	T. W. Molony P.F.	8	8	5	5	7	6	5	4
24. Spring Grove	G. P. Goosen P.F.	6	10	(8)	8	6	10	(8)	8
25. Zetland	R. M. Wiggell P.F.	9	7	6	6	8	6	6	6
26. Clifton	Poor	...	...	12	13	...	...	11	11
27. Sterkstroom... ..	Poor	32	46	35	45	26	39	27	35
28. Queenstown	(Bapt.) B	77	63	49	(52)	57	45	38	(37)
29. Sterkstroom	(D.R.C.) B	32	(32)	35	44	30	(29)	31	36

Inspection Qr.	On Roll.	Present at Inspection.	Sub-Standards.		Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Pupil Teachers.			Unclassified.	Higher.	Same.	Lower.	Presented.	Passed.
			A.	B.									I.	II.	III.						
1	3	165	156	19	11	19	10	18	20	15	27	6	11	...	...	74	11	...	115	94
2	3	35	35	15	10	5	3	...	2	...	...	...	...	...	...	6	3	...	13	9
3	3	22	20	7	2	3	4	2	1	...	...	...	...	...	...	8	4	...	13	8
4	3	156	152	30	17	21	32	24	20	4	4	...	...	...	...	84	5	...	107	99
5	3	25	25	5	5	6	5	2	1	...	...	...	1	...	...	9	2	...	15	11
6	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
7	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
8	3	12	12	3	2	3	...	...	...	4	...	...	...	...	...	5	...	...	7	6
9	3	5	5	...	...	2	2	...	1	...	...	...	...	...	...	4	1	...	5	4
10	3	28	28	7	6	1	9	...	5	...	...	...	...	...	...	2	8	...	15	7
11	3	15	15	...	2	4	4	2	2	1	...	...	...	...	...	9	2	...	13	11
12	3	17	17	3	2	6	1	2	...	2	1	...	...	...	...	7	5	...	13	6
13	3	29	27	14	7	3	...	2	1	...	...	...	...	...	...	Sch. in abeyance	...	...	11	6
14	3	21	21	8	1	5	5	...	1	1	...	...	...	...	...	1	3	...	12	6
15	3	25	24	8	5	4	4	3	...	...	...	...	...	...	...	8	3	...	14	4
16	3	57	56	12	10	5	10	11	8	...	...	...	...	...	...	26	...	...	34	34
17	3	29	29	11	7	4	4	1	2	...	...	...	...	...	...	6	3	...	12	8
18	3	24	24	5	9	6	1	3	...	...	...	...	...	...	...	10	...	...	10	10
19	3	14	13	3	...	2	2	5	...	1	...	...	...	...	...	10	...	...	10	10
20	3	104	103	57	5	24	10	5	2	...	...	...	...	...	...	30	10	...	41	34
21	3	78	70	25	13	13	13	4	2	...	...	...	...	...	...	17	8	...	32	20
22	3	22	22	10	6	3	1	2	...	...	...	...	...	...	...	...	7	...	9	0
1	4	145	139	...	...	1	19	34	27	23	24	11	...	...	...	85	2	...	128	124
2	4	144	137	27	10	15	13	11	13	15	12	10	11	...	...	66	4	...	89	83
3	1	185	177	29	12	24	16	24	28	14	19	6	3	...	2	102	9	...	132	119	
4	1	21	20	7	5	2	3	3	...	...	...	...	...	...	...	1	1	...	8	8
5	1	6	6	...	1	2	...	2	...	1	...	...	...	...	...	5	...	...	6	5
6	1	13	13	1	...	3	6	1	2	...	...	...	...	...	...	9	1	...	12	9
7	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
8	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
9	2	12	12	1	3	2	...	3	3	...	...	...	...	...	...	...	...	...	8	7
10	4	135	124	15	18	29	32	11	17	...	...	...	...	2	...	71	3	...	89	86
11	1	10	10	2	...	1	1	3	1	2	...	...	...	...	...	7	...	...	8	6
12	1	13	13	2	...	3	1	2	2	1	1	1	...	...	...	6	1	...	11	10
13	1	36	36	4	2	8	4	5	8	1	...	3	...	1	...	19	2	...	29	25	
14	1	24	24	3	6	5	4	2	3	1	...	...	...	...	...	9	1	...	16	14
15	1	9	8	1	...	4	1	...	2	...	...	...	...	...	...	5	1	...	7	6
16	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
17	1	5	3	1	...	...	...	...	1	1	...	...	...	...	...	1	1	...	2	1
18	1	6	6	2	1	1	1	1	...	...	...	...	...	...	...	...	...	...	3	1
19	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
20	1	7	7	...	...	1	...	3	1	2	...	...	...	...	...	5	1	...	7	6
21	2	5	5	2	...	...	...	2	...	1	...	...	...	...	...	...	...	...	3	3
22	4	11	10	1	4	...	1	1	3	...	...	...	...	...	...	3	1	...	8	3
23	1	8	8	...	1	...	1	...	1	4	...	1	...	...	...	5	2	...	7	5
24	2	8	8	3	...	1	3	...	1	...											

Name of School.	Class.	Scholars on Roll				Average Attendance			
		during				during			
		4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.	4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.
30. Queenstown, St. Andrew's...	(Eng.Ch.) B	170	177	153	157	138	161	134	127
31. Toise Kraal ...	(do.) B	71	70	64	63	60	64	55	52
32. Cimezile ...	(Ind.) B	74	61	56	50	59	51	39	33
33. Eardley ...	(do.) B	83	65	55	36	69	47	43	24
34. Hackney ...	(do.) B	127	139	140	140	89	112	98	92
35. Mtwakazi ...	(do.) B	54	57	56	45	49	53	51	39
36. Musa... ..	(do.) B	53	60	61	68	31	45	47	45
37. Queenstown ...	(do.) B	89	78	75	77	78	71	62	64
38. Tsitsikama ...	(do.) B	31	43	45	52	28	32	31	27
39. Zulumema ...	(do.) B	42	51	56	55	35	45	48	44
40. Engotini ...	(Mor.) B	44	39	38	37	41	37	35	34
41. Newhope ...	(do.) B	53	(54)	53	51	41	(49)	44	41
42. Shiloh ...	(do.) B	132	125	140	143	124	122	134	135
43. Bulhoek ...	(Wes.) B	106	92	90	69	83	71	61	49
44. Didimana ...	(do.) B	119	119	117	111	93	102	95	89
45. Hukuwa ...	(do.) B	99	100	108	118	84	90	91	96
46. Kamastone ...	(do.) B	72	83	75	75	61	73	59	60
47. Lesseyton ...	(do.) B	114	98	91	85	97	89	75	71
48. Matshoba ...	(do.) B	59	65	59	62	49	60	50	47
49. Mceula ...	(do.) B	63	68	59	68	49	60	43	49
50. Queenstown... ..	(do.) B	134	153	142	148	100	125	96	117
51. Sterkstroom ...	(do.) B	39	(30)	27	31	35	(24)	23	28
52. Zangqokwe... ..	(do.) B	48	46	49	50	40	40	39	42
53. Zwart Doorns ...	(do.) B	45	37	32	35	32	31	25	28
54. Lesseyton, Domestic and Industrial (do.)	C	59	59	54	38	58	58	53	36
Total		2967	2803	2823	2756	2493	2460	2330	2238
RICHMOND : Inspector Russell.									
1. Richmond	A 1	177	191	174	170	166	172	165	152
2. Bultfontein	W. J. Burger P.F.	5	5	...	5	5	5	...	5
3. Nieuwfontein	P. v. d. Merwe P.F.	5	5	...	...	5	5	...	...
4. Nieuwjaarsfontein	P. G. Marais P.F.	6	7	...	...	6	7	...	...
5. Oudeplaats	D. P. v. d. Merwe P.F.	...	5	5	5	...	5	5	5
6. Zoetvley	Mrs. W. J. Burgers P.F.	6	5	...	...	6	5	...	...
7. Richmond	(D.R.C.) B	94	104	121	114	91	90	108	100
8. Deelfontein	(Eng. Ch.) B	25	29	26	16	23	23	20	11
9. Richmond	(do.) B	80	90	91	84	73	82	82	80
Total		398	441	417	394	375	394	380	353
RIVERSDALE : Inspector Watermeyer.									
1. Riversdale, Boys'	A 1	114	115	117	122	103	108	111	117
2. Do., Girls'	A 1	128	113	124	133	118	104	117	127
3. Albertinia	A 3	59	72	77	74	51	68	69	69
4. Brand River	A 3	25	25	23	19	23	23	22	18
5. De Draai	A 3	20	16	16	16	17	15	15	15
6. Karnemelks Vlei	A 3	15	16	15	14	13	15	14	14
7. Keurfontein	A 3	21	23	19	19	14	20	13	14
8. Klipfontein	A 3	14	24	18	15	13	23	17	14
9. Melkhoutfontein	A 3	41	37	30	39	36	32	28	32
10. Middel drift	A 3	16	17	15	15	12	17	13	13
11. Palmiet River	A 3	15	15	11	12	13	14	9	11
12. Valsch River Mond	A 3	23	17	18	18	19	14	16	13
13. Vet Rivier	A 3	12	16	15	16	11	14	14	16
14. Zandfontein	A 3	16	21	21	20	16	20	20	18
15. Zeekoegat	A 3	15	11	14	14	12	8	12	13

Inspection Qr.	On Roll.	Present at Inspection.	Sub-Standards.		Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Pupil Teachers.			Unclassified.	Higher.	Same.	Lower.	Presented.	Passed.	
			A.	B.									I.	II.	III.							
30	1	184	174	31	46	19	17	27	13	14	7	...	...	...	...	41	36	...	114	64
31	1	70	69	33	11	6	7	12	...	...	...	...	...	...	...	18	5	...	25	19
32	2	64	60	13	15	13	8	5	6	...	...	...	...	...	...	28	1	...	32	31
33	2	61	59	9	12	10	7	16	5	...	...	...	...	...	...	23	3	...	38	34
34	2	136	133	16	38	11	23	4	28	13	...	...	...	...	...	39	29	...	100	54
35	2	55	54	26	2	9	4	6	7	...	...	...	...	...	...	19	7	...	27	24
36	2	66	65	12	6	16	16	7	8	...	...	...	...	...	...	30	13	2	47	38
37	1	77	73	24	14	12	8	5	3	6	1	...	...	...	...	18	14	...	39	23
38	2	44	40	18	7	7	3	4	1	...	...	...	...	...	...	1	1	...	19	2
39	2	31	47	18	13	6	4	3	3	...	...	...	...	...	...	First Inspection	...	...	21	9
40	2	38	38	5	1	7	6	4	15	...	...	...	...	...	...	20	11	...	33	27
41	2	56	55	17	12	7	7	7	5	...	...	...	...	...	...	16	9	...	33	20
42	1	125	125	...	46	14	18	14	25	8	...	...	...	...	...	62	25	...	90	70
43	1	99	91	37	24	5	14	11	...	...	...	...	...	...	...	14	29	2	48	15
44	1	120	118	32	20	38	19	6	3	...	...	...	...	...	...	60	5	...	69	64
45	1	104	104	21	22	16	19	12	14	...	...	...	...	...	...	51	11	...	65	59
46	1	85	83	21	12	10	11	13	8	8	...	...	...	...	...	28	12	...	54	38
47	1	99	96	33	20	9	17	9	8	...	...	...	...	...	...	38	10	...	50	41
48	1	62	62	12	15	12	10	4	9	...	...	...	...	...	...	26	7	...	36	31
49	1	71	62	17	16	9	8	7	5	...	...	...	...	...	...	14	16	...	37	21
50	1	155	142	66	14	24	14	12	12	...	...	...	...	...	...	32	11	...	64	49
51	1	34	34	13	11	2	1	6	1	...	...	...	...	...	...	3	7	...	11	4
52	1	46	45	20	12	12	1	...	...	...	...	...	...	...	...	7	1	...	13	13
53	1	37	32	15	7	5	3	2	...	...	...	...	...	...	...	8	4	...	12	9
54	1	61	61	...	...	...	15	8	20	17	1	...	...	...	...	19	18	...	61	33
1	4	176	168	11	7	15	16	25	28	41	9	7	6	2	1	...	88	39	1	147	99	
2	1	5	5	...	...	1	1	...	3	...	...	...	...	...	...	First Inspection	...	...	5	5
3	1	5	5	1	1	...	1	2	...	...	...	...	...	...	...	First Inspection	...	...	4	3
4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5	1	5	5	1	...	1	1	1	1	...	...	...	...	...	...	First Inspection	...	...	4	1
6	1	5	5	...	1	3	...	1	...	...	...	...	...	...	...	First Inspection	...	...	4	2
7	3	111	102	51	14	16	11	3	7	...	...	...	...	...	...	No Record	...	...	37	25
8	1	30	25	18	7	...	...	...	...	...	...	...	...	...	...	First Inspection	...	...	3	0
9	3	84	76	37	17	15	7	...	...	...	...	...	...	...	...	22	5	...	27	21
1	4	112	110	4	8	8	14	10	13	8	16	12	17	...	...	60	4	...	82	75
2	4	128	123	17	10	9	16	8	16	12	10	10	7	...	4	3	1	56	11	...	88	76
3	3	76	73	5	7	13	5	5	14	5	7	3	...	7	...	28	6	...	55	47		
4	2	24	24	...	3	4	...	4	1	5	7	...	...	...	...	19	1	...	21	20
5	3	16	16	...	5	2	3	3	1	...	2	...	...	...	...	9	2	...	11	9
6	3	16	14	...	2	2	6	...	3	1	...	...	...	...	...	10	4	...	14	10
7	2	23	22	1	5	7	3	2	4	...	...	...	...	...	...	13	...	...	18	13
8	2	25	22	17	2	1	...	1	1	...	...	...	...	...	...	First Inspection	...	...	5	3
9	2	37	31	9	5	4	7	4	1	1	...	...	...	...	...	13	3	...	20	15
10	2	19	19	7	2	2	2	5	...													

Name of School.	Class.	Scholars on Roll				Average Attendance			
		during				during			
		4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.	4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.
16. Buffelfontein ... S. P. v. Zyl P.F.	17	...	...	...	13	...	...	...
17. Driekuiln ... F. S. de Jager P.F.	8	...	...	...	7	...	...	...
18. Droogevlakte ... P. F. J. Cronje P.F.	...	...	...	9	...	...	...	8
19. Hooge Kraal ... T. G. la Grange P.F.	7	8	9	9	7	7	8	8	
20. Klein Doorn Rivier ... P. J. Geldenhuys P.F.	...	...	...	14	...	...	...	14
21. Krombecks River ... C. J. Odendaal P.F.	...	...	...	8	...	...	...	8
22. Kromkloof ... J. P. v. d. Berg P.F.	...	...	...	6	...	...	...	6
23. Kweek Kraal ... J. P. Swart P.F.	6	6	6	6	6	6	6	6	
24. Melkboom ... T. H. B. Duminy P.F.	...	...	5	6	...	...	5	6
25. Middelplaats ... M. J. la Grange P.F.	9	7	7	7	7	6	5	7	
26. Riet Vlei ... W. v. Rensburg P.F.	...	16	13	13	...	15	12	13	
27. Tygersfontein ... A. O. Skeen P.F.	9	...	...	...	7	...	...	...
28. Welgevonden ... J. G. Uys P.F.	...	...	8	7	...	...	8	6
29. Zwartheuvel ... J. J. Beneke P.F.	11	8	10	...	9	7	9	...	
30. Zwartklip ... C. Cronje P.F.	19	...	23	22	16	...	19	16	
31. Zwartwater ... H. J. Cronje P.F.	16	16	19	18	15	13	15	17	
32. Assegaiboschfontein ... Poor	34	16	16	15	22	14	15	14	
33. Droogevlakte ... Poor	...	32	27	26	...	25	22	24	
34. Klein River ... Poor	15	17	17	19	12	14	14	17	
35. Krenten River ... Poor	15	19	19	17	13	17	17	15	
36. Muiskraal ... Poor	24	23	22	22	21	21	17	19	
37. Novo ... Poor	19	17	18	21	15	16	17	19	
38. Riet Vlei ... Poor	17	15	17	21	15	14	16	18	
39. Riversdale ... Poor	69	62	66	62	54	50	50	58	
40. Soebatter's Vlake ... Poor	40	47	44	43	34	43	38	38	
41. Vermakelijkheid ... Poor	26	24	25	25	23	22	23	23	
42. Waterval ... Poor	26	28	(27)	27	25	27	(27)	25	
43. Welgevonden ... Poor	...	28	29	36	...	26	27	32	
44. Weltevreden ... Poor	21	23	23	23	15	20	19	20	
45. Windsor ... Poor	14	12	14	15	13	12	12	13	
46. Zeekoegat ... Poor	14	14	15	15	14	14	15	15	
47. Holbak ... (Berl.) B	26	21	20	21	20	27	14	17	
48. Novo ... (do.) B	41	49	47	43	32	46	42	39	
49. Riversdale ... (do.) B	159	163	150	149	129	142	128	134	
50. Vette River ... (do.) B	23	24	28	25	18	20	22	21	
51. Bergfontein ... (Eng. Ch.) B	32	32	26	24	27	28	24	23	
52. Melkhoutfontein ... (do.) B	76	78	88	81	48	56	51	58	
53. Riversdale ... (do.) B	151	168	166	156	131	145	140	134	
Total ...	1478	1511	1510	1557	1239	1338	1300	1395	

ROBERTSON: Inspector Robertson.

1. Montagu ... A 1	280	289	287	275	259	265	269	266
2. Robertson High School (S.) ... A 1	338	345	355	356	287	312	311	315
3. Lady Grey ... A 2	76	78	77	75	65	69	67	67
4. Baden ... A 3	23	22	21	21	21	19	20	19
5. Boschrivier (Voor Kiesie) ... A 3	29	33	35	32	23	31	33	30
6. Bosjesmans River (Bosjesveldt) ... A 3	41	35	34	31	36	32	31	27
7. Concordia ... A 3	19	18	19	17	18	17	18	16
8. De Hoop ... A 3	21	23	23	22	18	20	21	19
9. Derde Heuvel ... A 3	17	20	20	19	17	19	15	19
10. Goedemoed ... A 3	20	22	23	23	16	17	19	20
11. Klaas Voogd's River ... A 3	68	70	70	70	58	63	63	63
12. Klipkuil ... A 3	20	18	16	16	16	14	13	14
13. Rietvallei ... A 3	23	...	18	19	20	...	18	17
14. Wakkerstroom ... A 3	...	...	15	15	...	...	13	13
15. Zand Vliet ... A 3	35	39	42	49	32	33	37	39
16. Bushman's River ... J. A. Kok P.F.	8	7	9	10	8	7	8	9
17. Langverwacht ... C. P. Kok P.F.	13	18	17	13	12	16	14	9
18. Noree ... D. J. Nande P.F.	9	10	9	10	8	9	8	8
19. Oliphant's Doorns ... P. J. Viljoen P.F.	18	17	14	15	17	15	13	14

Inspection Qr.	On Roll.	Present at Inspection.	Sub-Standards.		Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Pupil Teachers.			Unclassified.	Higher.	Same.	Lower.	Presented.	Passed.
			A.	B.									I.	II.	III.						
16	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
17	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
18	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
19	3	9	9	...	2	1	1	1	2	1	1	...	...	...	...	4	3	...	7	4
20	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
21	3	8	8	1	1	4	...	...	2	...	...	...	...	...	...	First Inspection	...	...	6	6
22	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
23	3	6	6	2	...	...	1	2	...	1	...	...	...	...	...	4	...	...	4	4
24	3	6	6	1	1	...	1	2	...	1	...	...	...	...	...	First Inspection	...	...	4	4
25	3	7	7	1	...	2	1	3	...	...	...	...	...	...	...	6	...	...	6	6
26	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
27	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
28	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
29	2	5	5	1	3	1	...	...	...	...	...	...	...	...	...	First Inspection	...	...	4	0
30	2	21	21	14	3	4	...	...	...	...	...	...	...	...	...	First Inspection	...	...	4	3
31	3	18	18	2	1	2	7	4	2	...	...	...	...	...	...	11	1	...	15	14
32	3	15	14	3	2	1	1	2	3	...	1	1	...	...	...	Sch. in abeyance	...	...	9	7
33	2	33	26	8	7	4	3	2	2	...	...	...	...	...	...	4	5	...	11	8
34	2	16	15	9	1	...	2	...	3	...	...	...	...	...	...	5	...	...	5	5
35	3	18	18	6	3	...	6	...	3	...	...	...	...	...	...	5	4	...	9	5
36	1	23	23	4	4	6	2	3	2	1	1	...	...	...	...	14	...	...	15	15
37	3	19	18	5	8	3	2	...	...	...	...	...	...	...	...	3	2	...	7	3
38	1	16	15	4	3	4	4	...	...	...	...	...	...	...	...	7	...	...	8	8
39	1	64	56	26	8	7	9	4	2	...	...	...	...	...	...	11	5	...	22	15
40	2	47	46	19	3	3	5	5	7	4	...	...	...	...	...	12	3	...	25	19
41	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
42	1	28	28	5	4	10	7	1	1	...	...	...	...	...	...	17	...	...	19	19
43	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
44	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
45	2	16	8	2	1	...	3	...	1	1	...	...	...	...	...	3	2	...	5	3
46	2	15	15	4	2	1	6	1	1	...	...	...	...	...	...	First Inspection	...	...	9	8
47	3	20	20	9	4	5	2	...	...	...	...	...	...	...	...	7	...	...	8	7
48	3	44	37	16	8	6	5	1	1	...	...	...	...	...	...	6	4	...	14	5
49	1	163	156	66	28	18	29	4	9	1	...	...	...	...	...	53	9	...	63	58
50	3	24	24	10	5	3	4	2	...	...	...	...	...	...	...	6	3	...	10	7
51	2	34	33	17	12	4	...	...	...	...	...	...	...	...	...	4	...	...	4	4
52	2	86	78	38	9	12	12	5	2	...	...	...	...	...	...	20	9	...	32	27
53	1	173	170	98	24	21	13	6	8	...	...	...	...	...	...	21	21	...	51	31

Name of School.	Class.	Scholars on Roll				Average Attendance			
		during				during			
		4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.	4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.
22. Cwengwana ... (U.F.C.)	B	94	101	101	75	85	90	91	60
23. Engquleni ... (do.)	B	46	60	59	61	39	48	43	49
24. Lujilo ... (do.)	B	...	...	46	43	...	...	32	21
25. Ncememe ... (do.)	B	...	...	...	23	...	...	...	21
26. Noememe ... (do.)	B	...	...	25	...	...	...	24	...
27. Nyabe ... (do.)	B	65	52	54	43	53	44	41	32
28. Qanti ... (do.)	B	...	...	...	60	...	...	...	54
29. Nqantosi ... (Wes.)	B	57	66	61	50	51	59	51	45
30. Stutterheim... (do.)	B	...	...	...	29	...	...	...	21
31. Emgwali, Native Training Sch. (U.F.C.)	C 1	25	30	41	41	25	29	40	40
32. Do., Boys' ... (do.)	C	48	53	55	44	35	45	40	34
33. Do., Girls' ... (do.)	C	158	119	124	128	144	108	114	117
Total ...	...	1165	1157	1247	1297	1005	1002	1027	1082
SUTHERLAND : Inspector Robertson.									
1. Sutherland ...	A 2	75	85	86	83	68	79	76	76
2. Damslaagte ... D. J. Botes	P.F.	9	9	9	9	9	9	9	9
3. Kornlands Kloof ... W. C. Steenkamp	P.F.	...	5	6	3	...	5	5	3
4. Matjesfontein(Kareekloof) C. G. du Plessis	P.F.	8	...	...	...	8	...	...	...
5. Vogelstruisfontein ... G. Theron	P.F.	...	6	6	6	...	5	6	6
6. Zandhevel ... A. C. Vlok	P.F.	11	12	10	10	9	10	9	9
Total ...	...	103	117	117	111	94	108	105	103
SWELLENDAM : Inspector Watermeyer.									
1. Swellendam...	A 1	165	162	166	171	157	150	157	160
2. Heidelberg ...	A 2	96	102	107	103	83	88	101	95
3. Barrydale ...	A 3	78	73	73	79	63	64	65	71
4. Bruinklip ...	A 3	...	11	10	...	...	10	10	...
5. Buffeljagts River ...	A 3	(55)	54	51	57	(49)	46	46	50
6. Khadies Vlei ...	A 3	12	10	9	...	11	9	8	...
7. Kliphooft ...	A 3	22	20	18	18	20	19	18	16
8. Lemoens Hoek ...	A 3	32	34	37	40	27	31	32	35
9. Op de Tradouw ...	A 3	23	25	23	...	22	24	21	...
10. Stormsvlei ...	A 3	16	18	18	25	15	16	16	23
11. Weltevreden ...	A 3	...	...	...	19	...	...	...	17
12. Zevenfontein ...	A 3	20	17	17	20	17	15	15	16
13. Zuurbraak ...	A 3	30	30	30	43	22	22	24	35
14. Appelskraal ... L. Knoblauch	P.F.	...	...	...	5	...	...	...	5
15. Bruinklip ... J. M. Neethling	P.F.	...	...	...	(6)	...	...	...	(6)
16. Crodinie ... J. G. Swart	P.F.	...	...	8	8	...	...	7	8
17. Doorn Rivier ... P. G. Goussard	P.F.	13	14	13	15	12	13	13	13
18. Goedgeloof ... J. A. Bruwer	P.F.	16	15	14	11	15	14	11	9
19. Honig Klip ... L. J. Kunz	P.F.	8	7	7	7	8	7	7	7
20. Jubilee Kraal ... P. M. Coetzee	P.F.	5	...	...	...	5	...	...	...
21. Khadies Vlei ...	P.F.	...	...	...	7	...	...	...	7
22. Lismore ... W. Wessels	P.F.	...	...	...	8	...	...	...	8
23. Oudekraal's Kop ... A. F. J. Uys	P.F.	5	5	5	5	5	5	5	5
24. Poortfontein ... C. Mathysen	P.F.	...	12	11	10	...	11	10	8
25. Slang River ... M. J. Uys	P.F.	...	5	5	8	...	4	5	7
26. Tradouw ... F. Badenhorst	P.F.	11	11	11	11	10	9	11	10
27. Uitvlugt ... S. Streicher	P.F.	...	...	...	9	...	...	...	8
28. Weltevreden ... J. D. Griessel	P.F.	12	17	18	...	12	16	16	...
29. Zandkraal ... H. J. Lundie	P.F.	6	6	6	6	6	6	6	6
30. Asch Kraal ...	Poor	16	16	...	12	15	14	...	12
31. Doornkraal ...	Poor	17	16	14	15	15	15	13	13
32. Eenzaamheid ...	Poor	22	21	21	21	16	15	16	16
33. Goede Hoop ...	Poor	18	19	19	...	14	16	15	...
34. Grootvadersbosch ...	Poor	17	21	20	19	15	18	17	17

Inspection Qr.	On Roll.	Present at Inspection.	Sub-Standards.		Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Pupil Teachers.			Unclassified.	Higher.	Same.	Lower.	Presented.	Passed.	
			A.	B.									I.	II.	III.							
22	2	104	101	31	17	19	13	13	8	...	...	...	...	...	...	35	13	...	59	44
23	2	57	56	24	13	7	7	3	2	...	...	...	...	...	...	6	4	...	23	14
24	2	46	40	23	6	5	3	2	1	...	...	...	...	...	...	No Record	...	...	15	5
25	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
26	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
27	2	55	50	35	11	2	2	...	...	...	...	...	...	...	...	First Inspection	...	...	4	4
28	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
29	2	61	45	19	5	6	5	5	5	...	...	...	...	...	...	5	13	...	23	12
30	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
31	4	25	24	...	...	...	...	...	...	...	...	...	14	3	7	Not comparable	...	...	...	...
32	2	54	51	20	11	8	11	1	...	...	...	...	...	...	...	7	13	...	27	9
33	4	156	155	14	10	15	9	6	38	30	33	...	...	...	...	58	10	...	132	110
1	1	80	80	9	25	17	7	10	9	2	1	...	...	...	...	Sch. in abeyance	...	...	48	41
2	3	9	9	...	...	...	1	1	5	...	2	...	...	...	...	5	4	...	9	5
3	3	6	5	2	3	...	...	...	...	...	...	...	...	...	...	First Inspection	...	...	3	0
4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
6	3	10	10	1	...	4	1	...	4	...	...	...	...	...	...	8	...	...	9	5
1	3	173	172	19	6	13	11	20	29	27	16	10	16	...	1	4	...	85	10	...	126	117
2	2	108	108	14	7	10	11	14	18	8	18	5	3	52	6	...	84	77
3	2	74	74	12	8	14	13	6	1	8	4	5	1	2	...	40	4	...	51	45
4	2	11	10	...	1	2	2	2	...	3	...	...	...	...	...	Sch. in abeyance	...	...	9	9
5	2	52	52	12	9	8	3	5	8	5	1	...	...	1	...	26	1	...	30	29
6	2	9	6	2	2	1	1	...	...	...	...	...	...	...	...	First Inspection	...	...	2	2
7	2	18	17	2	4	3	2	3	2	1	...	...	...	...	...	10	2	...	12	10
8	2	37	36	7	6	2	4	8	3	...	3	1	...	...	1	17	5	...	23	19
9	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
10	3	25	25	7	6	1	4	...	...	3	4	...	...	...	...	7	3	...	13	11
11	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
12	2	17	17	2	2	...	3	3	4	3	...	...	...	...	...	13	...	...	13	13
13	3	43	43	10	5	7	7	1	10	...	3	...	...	...	...	20	3	...	30	20
14	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
15	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
16	2	8	8	2	...	2	2	1	1	...	...	...	...	...	...	1	3	...	6	6
17	2	14	14	4	...	4	5	1	...	...	...	...	...	...	...	9	...	...	10	9
18	2	14	14	1	5	...	2	3	2	1	...	...	...	...	...	6	...	...	8	8
19	2	7	7	...	3	1	...	...	2	1	...	...	...	...	...	3	1	...	4	4
20	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
21	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
22	3	7	7	...	1	...	4	2	...	...	...	...	...	...	...	Sch. in abeyance	...	...	7	5
23	2	5	5	...	1	...	...	1	...	3	...	...	...	...	...	4	...	...	4	4
24	2	12	10	10	...	...	...	...	...	...	...	...	...	...	...	First Inspection	...	...	...	...
25	2	5	5	...	1	1	1	2	...	...	...	...	...	...	...	Sch. in abeyance	...	...	4	4
26	3	11	11	...	2	...	3	4	1	1	...	...	...	...	...	9	...	...	9	9
27	3	9	9	5	1	1	2	...	...	...	...	...	...	...	...	First Inspection	...	...	3	3
28	2	18	18	2	3	1	2	3	2	3	2	...	...	...	...	3	5	...	14	7
29	3	6	6	2	1	...	1	1	1	...	...	...	...	...	...	First Inspection	...	...	3	3
30	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
31	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
32	2	21	21	2	4	4	3	5	1	2	...	...	...	...	...	12	2	...	15	13
33	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
34	2	20	18	11	...	4	3	...	...	...	...	...	...	...	...	First Inspection	...	...	7	7

Name of School.	Class.	Scholars on Roll				Average Attendance			
		during				during			
		4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.	4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.
35. Lismore ...	Poor	12	...	...	...	9	...	...	...
36. Malagas ...	Poor	28	18	17	18	23	15	13	15
37. Middel River ...	Poor	40	41	43	45	38	38	40	43
38. Renen Dale ...	Poor	22	23	22	21	20	21	20	18
39. Swellendam ...	Poor	60	59	59	63	51	47	51	53
40. Voorhuis ...	Poor	19	22	21	18	18	20	18	16
41. Barrydale ... (D.R.C.)	B	30	29	33	29	29	26	26	25
42. Swellendam ... (do.)	B	63	60	62	62	53	43	43	48
43. Zuurbraak ... (do.)	B	100	100	104	100	77	80	88	84
44. Buffeljacht's River ... (Eng. Ch.)	B	...	25	26	28	...	22	22	24
45. Heidelberg ... (do.)	B	64	56	62	65	48	42	47	51
46. Slang River ... (do.)	B	...	53	48	43	...	41	40	35
47. Swellendam ... (do.)	B	232	114	103	100	121	69	68	68
48. Zuurbraak ... (do.)	B	141	137	143	165	82	87	93	122
49. Heidelberg ... (Ind.)	B	80	72	70	66	58	54	56	53
Total ...	...	1551	1550	1544	1575	1212	1262	1290	1332
TARKA : Inspector Logie.									
1. Tarkastad, Boys' ...	A 1	86	84	80	76	82	78	75	70
2. Do., Girls' ...	A 1	122	113	118	114	113	106	108	100
3. Craig Gowan ...	A 3	11	11	11	11	11	11	10	11
4. Groot Haasfontein ...	A 3	15	16	17	14	14	14	15	13
5. Kezendoorns ...	A 3	13	11	11	12	12	11	11	12
6. Klipfontein ...	A 3	...	...	...	11	...	...	...	10
7. Middlekraal ...	A 3	15	12	13	12	14	11	12	12
8. Hartebeestfontein ... J. J. Hattingh	P.F.	9	9	8	7	9	8	8	7
9. Highland Home ... J. H. King	P.F.	5	6	6	6	5	6	4	6
10. Kleifontein ... T. M. Hattingh	P.F.	...	5	5	5	...	5	5	5
11. Palmietfontein ... J. H. Whitehead	P.F.	4	5	5	5	4	5	5	5
12. Redcliffe ... H. B. v. Vuuren	P.F.	6	6	5	...	6	6	4	...
13. Rhenoster Hoek ... P. A. Hattingh	P.F.	...	...	7	7	...	...	7	6
14. Rooidam ... L. J. du Plessis	P.F.	8	11	11	10	7	11	11	10
15. Sunnyside ... A. H. Frost	P.F.	5	...	...	...	5	...	...	...
16. Ventnor ... A. G. King	P.F.	5	5	5	6	5	4	4	5
17. Tarkastad ...	Poor	69	63	68	75	55	54	59	61
18. Do. ... (Eng. Ch.)	B	99	110	104	99	75	95	87	79
19. Do. ... (Ind.)	B	66	89	70	59	53	61	55	42
20. Wheatlands ... (do.)	B	29	18	12	19	24	14	11	18
21. Highland Home ... (Wes.)	B	...	...	27	...	...	...	19	...
22. Tarkastad ... (do.)	B	93	102	110	87	72	79	78	77
Total ...	...	660	676	693	635	566	579	588	549
TULBAGH : Inspector Hofmeyr.									
1. Tulbagh ...	A 2	122	111	111	118	112	107	104	109
2. Bosch Plaats ...	A 3	12	12	10	11	11	11	9	11
3. Ceres Road ...	A 3	69	67	66	67	61	60	56	65
4. Drostdy ...	A 3	17	17	18	18	14	15	16	15
5. New Munster ...	A 3	15	15	14	14	14	14	14	13
6. Tulbagh Road ...	A 3	...	12	12	12	...	11	10	11
7. Vrolijkheid ...	A 3	19	21	19	15	18	20	17	15
8. Waterval ...	A 3	20	16	16	16	19	15	15	13
9. Weltevreden ...	A 3	16	16	15	16	15	15	13	14
10. Winterhoek ...	A 3	19	19	16	16	17	18	14	14
11. Vogel Vlei ... S. H. Lombard	P.F.	5	5	5	5	5	5	5	5
12. Winterhoek ... J. F. Theron	P.F.	5	5	9	10	5	5	8	9

Inspection Qr.	On Roll.	Present at Inspection.	Sub-Standards.		Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Pupil Teachers.			Unclassified.	Higher.	Same.	Lower.	Presented.	Passed.
			A.	B.									I.	II.	III.						
35	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
36	2	17	17	1	1	...	4	3	6	2	...	...	...	...	...	...	...	...	...	...	...
37	3	45	43	7	7	6	10	6	2	5	...	...	...	...	...	...	...	...	...	...	...
38	3	22	22	4	...	4	4	4	3	3	...	...	...	...	...	...	...	...	...	...	...
39	3	65	64	16	18	10	12	6	2	...	...	...	...	...	...	...	...	...	...	...	...
40	2	20	18	...	5	3	1	3	3	1	2	...	...	...	...	...	...	...	...	...	...
41	2	32	26	21	...	5	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
42	3	63	58	26	9	8	6	7	2	...	...	...	...	...	...	...	...	...	...	...	...
43	3	99	98	44	11	11	12	18	2	...	...	...	...	...	...	...	...	...	...	...	...
44	3	28	27	25	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
45	3	62	60	25	15	5	7	4	4	...	...	...	...	...	...	...	...	...	...	...	...
46	3	48	40	16	8	6	5	5	...	...	...	...	...	...	...	...	...	...	...	...	...
47	3	102	81	48	12	6	7	8	...	...	...	...	...	...	...	...	...	...	...	...	...
48	3	166	159	57	55	25	19	3	...	...	...	...	...	...	...	...	...	...	...	...	...
49	3	64	63	10	8	9	22	9	5	...	...	...	...	...	...	...	...	...	...	...	...
1	4	83	82	...	5	9	9	10	17	18	5	5	4	...	...	...	...	...	...	...	...
2	4	127	124	22	15	10	13	15	13	11	5	11	5	...	3	1	...	...	...	...	...
3	2	11	11	...	1	...	4	4	2	...	...	...	...	...	...	...	...	...	...	...	...
4	2	17	17	8	3	5	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5	2	12	12	2	...	1	...	3	4	1	1	...	...	...	...	...	...	...	...	...	...
6	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
7	2	12	12	1	...	1	3	2	2	3	...	...	...	...	...	...	...	...	...	...	...
8	2	8	8	1	2	...	2	3	...	...	...	...	...	...	...	...	...	...	...	...	...
9	2	6	6	1	...	3	1	...	1	...	...	...	...	...	...	...	...	...	...	...	...
10	2	5	5	1	...	...	2	...	2	...	...	...	...	...	...	...	...	...	...	...	...
11	2	5	5	...	...	...	1	...	1	2	...	...	...	...	...	...	...	...	...	...	...
12	2	5	5	1	...	2	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...
13	2	6	6	1	1	...	1	2	1	...	...	...	...	...	...	...	...	...	...	...	...
14	2	11	10	2	4	2	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...
15	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
16	2	5	5	...	2	...	1	2	...	...	...	...	...	...	...	...	...	...	...	...	...
17	2	71	66	30	14	7	9	4	2	...	...	...	...	...	...	...	...	...	...	...	...
18	2	110	98	57	11	12	17	1	...	...	...	...	...	...	...	...	...	...	...	...	...
19	2	73	66	29	17	6	4	3	6	1	...	...	...	...	...	...	...	...	...	...	...
20	2	11	7	5	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
21	2	29	27	19	7	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...
22	2	105	92	42	19	16	8	4	3	...	...	...	...	...	...	...	...	...	...	...	...
1	1	112	110	6	10	12	17	13	18	6	12	4	8	...	2	2	...	...	...	...	...
2	1	12	12	2	1	2	2	1	1	...	3	...	...	...	...	...	...	...	...	...	...
3	2	69	56	10	10	3	13	2	16	2	...	...	...	...	...	...	...	...	...	...	...
4	1	17	16	1	2	...	4	4	5	...	...	...	...	...	...	...	...	...	...	...	...
5	2	15	15	...	6	2	3	3	...	1	...	...	...	...	...	...	...	...	...	...	...
6	1	12	11	4	2	1	1	1	2	...	...	...	...	...	...	...	...	...	...	...	...
7	1	21	19	3	3	3	3	3	3	1	...	...	...	...	...	...	...	...	...	...	...
8	1	16	15	...	1	1	3	5	3	...	2	...	...	...	...	...	...	...	...	...	...
9	1	16	16	2	3	2	1	4	2	1	1	...	...	...	...	...	...	...	...	...	...
10	1	19	19	...	2	2	3	3	2	5	1	1	...	...	...	...	...	...	...	...	...
11	2	5	5	...	...	...	...	2	3	...	...	...	...	...	...	...	...	...	...	...	...
12	1	5	5	...	1	2	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...

Name of School.	Class.	Scholars on Roll				Average Attendance			
		during				during			
		4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.	4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.
13. Bushman's Rock ...	(D.R.C.) B	49	50	35	39	47	35	23	29
14. Wolseley (Ceres Road) ...	(do.) B	129	79	79	80	66	61	55	61
15. Saron... ..	(Rhen.) B	(336)	312	317	298	(305)	288	274	271
16. Steintal	(do.) B	65	66	64	62	62	63	58	55
17. Tulbagh	(do.) B	75	86	88	86	65	77	71	69
Total		637	909	894	883	531	820	762	779

UITENHAGE : Inspector Milne.

1. Uitenhage, Boys' Industrial ...	Sp.	76	73	79	78	74	69	78	75
2. Do., Boys' High School ...	A 1	272	261	244	269	247	237	222	240
3. Do., Girls' High School ...	A 1	292	293	293	299	264	270	264	259
4. Addo Station (Railway) ...	A 3	13	8	...	...	12	7	...	...
5. Bezuidenhout's River ...	A 3	13	12	18	18	12	12	18	16
6. Elandsfontein ...	A 3	23	21	21	21	20	18	18	17
7. Glenconner Station (Railway) ...	A 3	59	53	50	49	48	43	43	43
8. Korhaan's Drift ...	A 3	...	16	19	21	...	15	17	21
9. Mauritz Kraal ...	A 3	...	...	...	16	...	...	...	14
10. Sunday's River ...	A 3	43	53	54	43	39	49	47	35
11. Uitenhage, Convent ...	(R.C.) A 3	182	151	167	149	154	132	131	129
12. Do., Dolley Memorial ...	A 3	203	239	230	228	163	196	190	184
13. Uitkyk ...	A 3	13	10	13	15	13	10	13	14
14. *Uitenhage (Railway) ...	D	42	17	19	24	30	17	19	24
15. Do., (Railway) ...	E	42	44	46	...	30	31	32	...
16. Do., Technical (Railway) ...	E	71	68	66	63	60	61	59	58
17. Afdak ...	E. P. Johnson P.F.	...	...	...	5	...	...	...	5
18. Bluegum Lodge ...	J. A. Rautenbach P.F.	...	5	5	5	...	5	5	5
19. Boschfontein ...	W. J. Engelbrecht P.F.	12	14	10	10	10	12	9	9
20. Brandt Koppen ...	C. J. Human P.F.	9	8	10	10	9	8	10	10
21. Coega Kamma ...	C. J. Greef P.F.	10	9	10	10	10	9	10	9
22. De Vlei ...	J. C. Combrinck P.F.	8	8	7	7	7	8	6	6
23. Forest Glade ...	F. Whitehead P.F.	5	5	5	...	5	5	5	...
24. Haasfontein ...	P. J. Vermaak P.F.	8	8	8	8	8	8	8	5
25. Herbs Vlei ...	F. A. Z. Gerber P.F.	...	...	(8)	10	...	...	(8)	8
26. Hillside ...	J. C. Bosman P.F.	...	6	6	6	...	6	6	6
27. Hope Vale ...	L. Kritzinger P.F.	5	7	10	10	5	7	8	8
28. Keurfontein... ..	Van Onselen & Co. P.F.	9	9	9	9	9	9	9	8
29. Klein Plaats... ..	J. Rawlinson P.F.	5	5	7	8	5	4	6	8
30. Koms Poort ...	P. J. Bezuidenhout P.F.	12	7	7	...	9	7	7	...
31. Kruis River ...	J. C. de Lange P.F.	9	9	9	...	9	9	9	...
32. Loerie River ...	T. Ingram P.F.	15	17	19	18	13	14	17	11
33. Lower Kromme Poort ...	J. Human P.F.	6	6	6	5	6	6	6	5
34. Matjesfontein ...	C. A. van Eyk P.F.	8	8	9	...	8	8	9	...
35. Mauritz Kraal ...	P. H. Potgieter P.F.	16	18	19	...	13	17	19	...
36. Melkhoutboom ...	G. Scheepers P.F.	12	12	(12)	12	9	11	(11)	10
37. Springbok Vlake ...	C. F. Petersen P.F.	11	10	...	...	10	9	...	...
38. Summerville ...	C. H. Coltman P.F.	7	7	8	8	7	7	7	7
39. The Fountains ...	G. C. Sayman P.F.	15	14	13	9	13	13	11	9
40. Welgevonden ...	J. Rudman P.F.	...	...	...	7	...	...	...	7
41. Wilge River ...	H. W. Lyons P.F.	...	7	7	7	...	7	7	7
42. Willow River ...	A. Lloyd P.F.	7	9	9	10	7	9	8	10
43. Wolfvontein ...	E. Hyman P.F.	7	5	6	...	7	5	6	...
44. Zwart Hoek ...	J. Marais P.F.	...	7	7	7	...	6	7	7
45. De Dam ...	Poor	17	16	16	17	16	15	15	15
46. Doorn River (Kleinplaats) ...	Poor	15	15	14	15	13	14	12	13
47. Goudkessen ...	Poor	13	11	12	10	13	11	12	10
48. Wilgen Rivier ...	Poor	14	...	...	...	11	...	...	...
49. Zout Kloof ...	Poor	17	16	...	...	14	13	...	...

* These figures are not included in the Total, as the Pupils are attached to other schools.

Inspection Qr.	On Roll.	Present at Inspection.	Sub-Standards.		Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Pupil Teachers.			Unclassified.	Higher.	Same.	Lower.	Presented.	Passed.	
			A.	B.									I.	II.	III.							
13	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
14	1	79	76	55	19	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2	1
15	2	354	325	186	74	21	30	11	3	...	...	...	...	...	...	...	...	...	...	...	87	49
16	1	66	63	17	14	17	8	7	...	...	...	...	...	...	...	...	...	...	...	...	36	23
17	1	87	79	36	16	11	14	2	...	...	...	...	...	...	...	...	...	...	...	...	27	20
1	2	79	77	...	15	16	19	15	8	...	2	...	...	...	...	...	...	...	...	...	60	57
2	4	273	263	20	23	29	32	41	40	37	21	13	7	...	...	...	...	...	...	...	221	206
3	4	295	286	56	22	33	29	27	40	28	15	12	8	5	3	8	...	...	...	...	192	168
4	1	8	6	1	...	1	1	...	2	1	...	...	...	...	...	...	...	...	...	...	5	4
5	2	19	19	2	...	5	2	5	3	1	1	...	...	...	...	...	...	...	...	...	17	13
6	4	22	19	4	2	2	4	2	2	3	...	...	...	...	...	...	...	...	...	...	13	12
7	1	47	33	6	2	8	2	8	5	1	1	...	...	...	...	...	...	...	...	...	24	21
8	3	21	21	7	7	5	1	1	...	...	...	...	...	...	...	...	...	...	...	...	8	6
9	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
10	2	54	53	4	11	11	7	4	8	2	2	4	...	...	...	...	...	...	...	...	40	34
11	2	171	158	58	15	16	21	6	13	13	5	5	...	2	...	4	...	...	...	...	79	66
12	2	236	227	86	34	33	31	28	15	...	...	...	...	...	...	...	...	...	...	...	110	96
13	4	16	16	4	7	2	1	2	...	...	...	...	...	...	...	...	...	...	...	...	12	5
14	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
15	2	49	40	...	...	1	...	7	24	8	...	...	...	...	...	...	...	...	...	...	40	14
16	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
17	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
18	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
19	1	14	14	1	2	4	3	3	1	...	...	...	...	...	...	...	...	...	...	...	11	10
20	1	9	9	...	2	1	1	3	2	...	...	...	...	...	...	...	...	...	...	...	7	4
21	3	10	10	2	1	2	...	5	...	...	...	...	...	...	...	...	...	...	...	...	7	7
22	1	8	8	1	3	...	2	1	1	...	...	...	...	...	...	...	...	...	...	...	4	4
23	4	6	6	1	1	...	1	1	1	...	1	...	...	...	...	...	...	...	...	...	4	3
24	1	8	8	...	1	1	3	...	1	1	1	...	...	...	...	...	...	...	...	...	7	6
25	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
26	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
27	4	5	4	1	1	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	2	1
28	1	9	9	2	...	1	2	2	2	...	...	...	...	...	...	...	...	...	...	...	7	7
29	1	6	6	...	1	1	1	...	2	1	...	...	...	...	...	...	...	...	...	...	6	4
30	1	7	7	1	1	3	2	...	...	...	...	...	...	...	...	...	...	...	...	...	5	1
31	3	9	9	1	...	1	3	2	1	1	...	...	...	...	...	...	...	...	...	...	8	7
32	2	17	17	4	2	3	3	3	...	2	...	...	...	...	...	...	...	...	...	...	13	7
33	1	6	6	...	1	2	...	2	1	...	...	...	...	...	...	...	...	...	...	...	6	2
34	2	9	9	1	2	4	1	1	...	...	...	...	...	...	...	...	...	...	...	...	6	6
35	2	20	19	6	4	...	2	4	2	1	...	...	...	...	...	...	...	...	...	...	9	8
36	4	12	12	...	1	3	3															

Name of School.	Class.	Scholars on Roll				Average Attendance			
		during				during			
		4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.	4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.
VAN RHYNSDORP : Inspector Hofmeyr.									
1. Van Rhynsdorp	A 2	70	64	62	64	64	57	55	60
2. Fishwater	A 3	(14)	19	16	12	(11)	18	14	12
3. Heerenlogement	A 3	18	21	21	15	15	19	19	13
4. Nieuwe Rust	A 3	...	...	14	14	...	...	13	14
5. Ronderug	A 3	...	16	17	18	...	15	14	15
6. Rooivallei	A 3	23	35	35	35	19	30	28	24
7. Spruitdrift	A 3	15	22	19	20	14	21	18	20
8. Windhoek	A 3	...	...	...	...	...	...	...	...
9. Melkboom	A. P. Engelbrecht P.F.	...	...	...	12	...	...	...	12
10. Ebenezer	(D.R.C.) B	70	72	94	107	54	67	82	88
11. Van Rhynsdorp	(do.) B	...	...	35	44	...	...	32	44
Total	...	196	249	313	341	166	227	275	302
VICTORIA EAST : Inspector T. W. Rein.									
1. Alice	A 2	103	128	136	140	88	113	121	120
2. Auckland	A 3	74	75	76	80	62	60	62	70
3. Gcato	A 3	10	...	...	...	10	...	...	...
4. Gleniffer	A 3	...	...	...	13	...	...	...	11
5. Gwali	A 3	21	24	26	21	17	21	20	18
6. Battlesden	Mrs. G. Attwell P.F.	5	7	6	5	5	6	5	4
7. Calderwood	A. Liesenberg P.F.	12	12	12	12	10	11	11	11
8. Garfield	A. J. Smith P.F.	7	8	10	9	7	8	10	8
9. Gcato	(do.) P.F.	...	...	(12)	...	...	...	(12)	...
10. Klipfontein	G. Knott P.F.	6	6	6	6	6	6	6	6
11. Calmoesfontein	Poor	...	...	16	16	...	...	15	15
12. Ely	B	...	...	(108)	104	...	...	(101)	85
13. Sheshequ (Mzimba's)	B	203	201	197	191	52	175	172	164
14. Calderwood	(U.F.C.) B	31	38	41	33	24	30	28	19
15. Gaga	(do.) B	29	23	21	21	19	23	16	15
16. Ganda's	(do.) B	27	34	47	44	18	25	37	34
17. Gcato	(do.) B	25	22	30	28	19	18	23	22
18. Gillton	(do.) B	69	72	81	85	48	55	68	71
19. Gqumahashe	(do.) B	92	85	79	(76)	64	69	62	(55)
20. Kwezana	(do.) B	52	52	55	57	41	41	46	45
21. Lovedale, Boys'	(do.) B	237	218	234	234	215	203	223	220
22. Do., Elementary	(do.) B	132	109	124	119	124	102	114	102
23. Do., Girls'	(do.) B	124	74	86	86	117	66	83	80
24. Macfarlan	(do.) B	(86)	70	66	78	(40)	39	44	54
25. Sompondo's	(do.) B	58	53	59	61	41	45	48	46
26. Yamala	(do.) B	49	49	50	51	37	42	40	40
27. Balura	(Wes.) B	51	48	43	37	41	42	38	31
28. Ncera	(do.) B	33	29	30	31	21	23	25	24
29. Lovedale, Native Training Sch. (U.F.C.)	C 1	94	91	101	102	88	89	95	97
30. Do., Industrial, Boys'	(do.) C	40	78	79	75	30	72	62	56
31. Do., do., Girls'	(do.) C	38	47	49	48	37	47	47	47
Total	...	1622	1653	1760	1787	1341	1431	1521	1515
VICTORIA WEST : Inspector Russell.									
1. Victoria West	A 1	160	153	146	136	145	142	136	122
2. Hutchinson	A 3	10	12	15	13	9	11	13	11
3. Kalkfontein	A 3	11	12	(13)	13	11	10	(12)	12
4. Kapokfontein	A 3	...	12	13	10	...	12	13	10

Inspection Qr.	On Roll.	Present at Inspection.	Sub-Standards.		Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Pupil Teachers.			Unclassified.	Higher.	Same.	Lower.	Presented.	Passed.		
			A.	B.									I.	II.	III.								
1	3	66	64	8	8	6	13	11	7	5	...	1	3	1	...	1	...	35	4	...	43	39	
2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3	4	18	16	8	2	3	1	...	...	2	...	...	...	...	...	...	...	4	3	...	8	5
4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
6	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
7	3	14	12	5	3	3	...	1	...	...	...	...	...	...	...	...	...	...	...	...	4	4
8	3	10	10	4	2	3	1	...	...	...	...	...	...	...	...	...	...	...	...	...	4	4
9	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
10	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
11	3	44	44	25	13	4	1	1	...	...	...	...	...	...	...	...	...	...	...	...	10	6
First Inspection																							
1	2	138	136	24	13	22	21	15	17	8	7	1	...	3	4	1	...	48	12	...	92	73	
2	2	76	73	21	7	9	14	6	16	...	...	...	...	...	...	...	...	29	15	...	46	34
3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5	2	24	24	3	2	3	5	7	4	...	...	...	...	...	...	...	...	7	7	...	21	12
6	2	7	7	...	1	3	...	...	2	...	1	...	...	...	...	...	...	4	...	...	6	6
7	2	12	12	...	1	1	2	...	6	2	...	...	...	...	...	...	...	3	7	...	12	4
8	2	10	10	3	3	1	1	...	...	1	1	...	...	...	...	...	...	1	1	...	4	3
9	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
10	2	6	6	2	...	2	...	...	1	...	1	...	...	...	...	...	...	3	1	...	4	4
11	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
12	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
13	2	201	184	74	29	21	21	25	14	...	...	...	...	...	...	...	...	62	12	...	88	72
14	2	42	33	19	4	6	4	...	...	...	...	...	...	...	...	...	...	2	2	...	11	4
15	2	22	20	9	2	5	1	3	...	...	...	...	...	...	...	...	...	5	5	...	11	5
16	2	52	44	25	8	4	6	1	...	...	...	...	...	...	...	...	...	6	6	...	15	7
17	2	31	27	12	6	2	3	4	...	...	...	...	...	...	...	...	...	5	1	...	11	7
18	2	83	80	32	9	11	11	8	9	...	...	...	...	...	...	...	...	No Record	...	...	42	28
19	2	80	71	24	14	7	11	11	4	...	...	...	...	...	...	...	...	19	14	...	39	22
20	2	59	55	18	5	5	5	9	13	...	...	...	...	...	...	...	...	No Record	...	...	32	28
21	4	204	200	...	...	...	10	74	84	32	...	...	...	...	...	...	...	69	44	...	200	121
22	4	128	121	18	24	19	25	35	...	...	...	...	...	...	...	...	...	39	6	...	82	71
23	4	122	121	1	...	5	5	22	20	40	28	...	...	...	...	...	...	58	15	...	120	88
24	2	67	53	19	10	8	6	6	4	...	...	...	...	...	...	...	...	No Record	...	...	29	11
25	2	59	58	25	8	11	6	4	4	...	...	...	...	...	...	...	...	No Record	...	...	26	19
26	2	51	46	17	5	3	12	4	5	...	...	...	...	...	...	...	...	No Record	...	...	29	12
27	2	41	40	14	11	2	10	3	...	...	...	...	...	...	...	...	...	12	4	...	19	14
28	2	30	28	11	3	3	4	5	2	...	...	...	...	...	...	...	...	6	8	1	17	9
29	3	102	102	Not comparable
30	4	42	38	...	...	...	2	14	19	3	...	...	...	...	...	...	...	7	15	1	38	12
31	4	39	36	...	...	...	8	12	14	2	...	...	...	...	...	...	...	4	15	...	36	9
First Inspection																							
1	1	155	152	21	14	9	21	25	26	12	10	6	8	...	...	...	...	76	12	...	111	92
2
3	1	11	11	3	...	2	2	...	3	...	...	...	...</						

Name of School.	Class.	Scholars on Roll				Average Attendance			
		during				during			
		4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.	4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.
5. Loxton	A 3	84	81	70	77	80	78	67	74
6. Manhaarspoort	A 3	...	...	...	13	...	...	...	13
7. Vosburg	A 3	102	106	105	105	95	99	97	98
8. Yzerkoppen	A 3	10	9	10	10	10	9	10	10
9. Blindfontein	J. A. de Klerk P.F.	...	5	5	6	...	5	5	6
10. Bloemfontein	W. J. Mans P.F.	...	5	4	5	...	5	3	5
11. Cordaat's Kuil	J. A. du Toit P.F.	...	...	...	5	...	...	...	5
12. Dampplaats	H. Wiese P.F.	...	...	5	...	...	...	4	...
13. Doornkloof	G. v. Wyk P.F.	5	...	...	...	5	...	...	...
14. Hartebeestdam	D. F. Luttig P.F.	...	...	8	8	...	...	5	7
15. Klerksfontein (unaided)	J. J. de Klerk P.F.	...	...	...	...	...	...	...	...
16. Kliphokjes	M. C. Scholtz P.F.	6	6	6	7	6	6	5	6
17. Nobelsfontein	J. S. Roux P.F.	6	...	...	(6)	6	...	...	(6)
18. Pampoensfontein	G. J. v. Heerden P.F.	10	10	...	...	10	10	...	...
19. Pietlouwsyver	J. H. Keyser P.F.	...	(4)	5	5	...	(4)	5	5
20. Rhenosterfontein	A. J. Voster P.F.	7	(7)	...	...	7	(7)	...	...
21. Rietfontein	J. J. Hugo P.F.	...	6	7	5	...	6	7	5
22. Schanskraal (Unaided) ... ..	...	...	...	...	...	...	...	...	...
23. Schraalfontein	K. H. Sinclair P.F.	5	5	5	12	5	5	5	11
24. Slagberg	J. A. de Klerk P.F.	...	5	5	...	...	5	5	...
25. Uitzicht	W. Wilson P.F.	6	6	8	9	6	6	8	9
26. Vlekfontein	J. J. de Klerk P.F.	5	5	8	5	5	5	7	5
27. Wolvenkuil	J. M. Pfeiffer P.F.	6	6	5	6	6	6	5	6
28. Victoria West	Poor	60	57	60	55	51	50	47	46
29. Do. (D.R.C.)	B	85	80	63	58	75	69	52	48
Total ... ..	...	578	581	551	563	532	539	499	514

VRYBURG: Inspector Satchel.

1. Vryburg	A 2	87	99	102	105	78	91	89	90
2. Arbeid	A 3	...	14	...	...	...	12	...	...
3. Boschaar	A 3	...	...	...	...	...	...	...	...
4. Devondale	A 3	...	...	11	...	...	...	10	...
5. Doornlaagte	A 3	...	9	...	...	...	9	...	...
6. Kareeput	A 3	17	22	22	22	15	20	21	20
7. Manchester	A 3	...	20	20	12	...	18	17	10
8. Rietkloof	A 3	...	...	...	21	...	...	...	21
9. Rustfontein	A 3	...	...	...	26	...	...	...	25
10. Taungs Station (Railway)	A 3	20	20	24	23	13	14	15	18
11. Tweefontein	A 3	...	...	...	12	...	...	...	11
12. Waterpan	A 3	10	10	11	9	10	10	10	9
13. Battlemound	H. A. v. d. Lingen P.F.	6	6	6	6	6	6	6	6
14. Eerste Geluk	W. H. Kaltenbrun P.F.	...	14	...	10	...	13	...	10
15. Groenfontein	J. Griffiths P.F.	...	...	8	8	...	...	7	8
16. Taungs Catholic Mission	Father Porte P.F.	22	20	16	20	19	15	13	17
17. Zwartfontein	J. H. Combrink P.F.	8	8	...	...	8	8	...	...
18. Zwartputs	Q. Y. Berrington P.F.	...	...	...	6	...	...	...	6
19. Arbeid	Poor	11	...	...	...	9	...	...	...
20. Doornlaagte	Poor	15	...	...	...	15	...	...	...
21. Grootbuitfontein	Poor	13	12	12	12	10	11	10	11
22. Middlepan	Poor	12	10	13	15	10	9	10	12
23. Myburgfontein	Poor	11	...	...	...	10	...	...	...
24. Rustfontein	Poor	20	23	25	...	19	22	24	...
25. Tweefontein	Poor	15	16	20	...	11	14	18	...
26. Vryburg	Poor	57	59	58	57	48	51	51	46
27. Do. (Eng. Ch.)	B	58	35	28	...	45	27	21	...
28. Manthe (Ind.)	B	50	35	...	...	41	22	...	...

Inspection Qr.	On Roll.	Present at Inspection.	Sub-Standards.		Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Pupil Teachers.			Unclassified.	Higher.	Same.	Lower.	Presented.	Passed.
			A.	B.									I.	II.	III.						
5	2	73	70	6	9	8	17	6	7	8	7	...	...	2	...	26	6	...	53	47
6	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
7	1	101	101	19	11	18	10	16	14	7	3	1	...	2	...	59	5	...	71	65	
8	1	9	8	...	...	1	3	3	...	...	1	...	...	...	...	2	4	2	8	2
9	1	5	5	1	...	...	...	3	1	...	...	...	...	...	...	1	3	...	4	1
10	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
11	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
12	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
13	1	4	4	...	1	1	...	1	...	1	...	...	...	...	...	First Inspection	...	...	3	2
14	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
15	1	3	3	...	...	...	...	2	1	...	...	...	...	...	...	First Inspection	...	...	3	2
16	1	6	6	...	...	1	...	3	2	...	...	...	...	...	...	First Inspection	...	...	6	6
17	1	4	4	...	1	1	1	1	...	...	...	...	...	...	...	2	1	...	3	2
18	1	10	10	...	...	1	2	3	3	1	...	...	...	...	...	3	...	...	10	7
19	2	5	5	...	3	...	1	1	...	...	...	...	...	...	...	First Inspection	...	...	2	2
20	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
21	2	8	8	...	1	1	2	1	3	...	...	...	...	...	...	First Inspection	...	...	7	7
22	1	4	4	1	1	1	1	1	...	...	...	...	...	...	...	1	1	...	2	1
23	1	5	5	2	1	2	...	...	...	...	...	...	...	...	...	First Inspection	...	...	2	2
24	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
25	1	6	6	...	4	1	1	...	...	...	...	...	...	...	...	First Inspection	...	...	2	1
26	1	5	5	...	...	1	1	1	2	...	...	...	...	...	...	First Inspection	...	...	5	4
27	1	6	6	1	...	2	3	...	...	...	...	...	...	...	...	5	...	...	5	5
28	1	57	56	26	14	9	5	2	...	...	...	...	...	...	...	13	...	...	17	16
29	1	77	70	37	19	5	6	3	...	...	...	...	...	...	...	9	12	...	21	9
1	1	91	91	17	9	13	16	17	9	6	3	...	...	1	...	35	2	...	65	61
2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3	2	11	11	4	1	1	4	1	...	...	...	...	...	...	...	First Inspection	...	...	7	3
4	2	12	11	4	4	3	...	...	...	...	...	...	...	...	...	First Inspection	...	...	3	3
5	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
6	2	22	22	4	8	6	4	...	...	...	...	...	...	...	...	No Record	...	...	11	8
7	2	12	11	3	4	4	...	...	...	...	...	...	...	...	...	First Inspection	...	...	4	4
8	3	21	21	13	6	2	...	...	...	...	...	...	...	...	...	First Inspection	...	...	2	2
9	...	...	...	...	...	...	11	4	1	...	...	...	...	...	...	...	...	...	...	...
10	1	19	18	7	5	3	2	...	1	...	...	...	...	...	...	3	1	...	6	5
11	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
12	2	11	10	3	2	1	1	3	...	...	...	...	...	...	...	3	2	...	6	4
13	3	6	6	1	2	1	1	1	...	...	...	...	...	...	...	First Inspection	...	...	5	2
14	2	14	14	8	6	...	...	...	...	...	...	...	...	...	...	First Inspection	...	...	6	0
15	2	9	9	2	1	1	4	...	...	...	...	...	...	...	...	1	...	...	5	0
16	1	20	17	2	5	1	6	1	1	1	...	...	...	...	...	6	2	...	11	8
17	3	8	4	...	1	...	1	...	1	1	...	...	...	...	...	First Inspection	...	...	3	2
18	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
19	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
20	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
21	3	12	12	1	...	3	3	4	1	...	...	...	...	...	...	No Record	...	...	11	8
22	2	13	12	3	1	2	3	...	2												

Name of School.	Class.	Scholars on Roll				Average Attendance			
		during				during			
		4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.	4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.
29. Kuruman ... (L.M.S.)	B	116	128	123	127	93	112	103	112
30. Taungs ... (do.)	B	48	22	26	38	44	20	24	36
31. Tiger Kloof, Boys' (Unaided) (do.)	B	...	...	...	...	...	...	...	...
32. Taungs ... (R.C.)	B	54	57	56	46	51	61	35	43
33. Vryburg ... (Wes.)	B	105	89	81	95	84	67	63	86
34. Tiger Kloof, Industrial ... (L.M.S.)	C	18	19	20	20	18	19	20	20
Total ...		773	757	682	690	657	651	567	617

WILLOWMORE: Inspector Freeman.

1. Steytlerville...	A 2	100	93	78	81	87	80	68	73
2. Willowmore...	A 2	156	150	154	148	143	138	143	138
3. Baken's Nek ...	A 3	13	12	12	12	11	11	11	11
4. Buffelsfontein ...	A 3	13	14	14	13	12	13	12	11
5. Du Preez Kraal ...	A 3	24	27	30	20	22	25	25	17
6. Eendracht (Upper Klipfontein) ...	A 3	...	30	33	30	...	28	29	25
7. Elandsheuvel ...	A 3	18	12	14	15	15	12	12	13
8. Grobbelaars Kraal ...	A 3	12	14	11	...	10	13	10	...
9. Hottentot's River ...	A 3	28	35	32	34	25	32	29	30
10. Kamferspoort ...	A 3	...	...	...	(16)	...	...	...	(13)
11. Keurfontein ...	A 3	9	11	10	12	9	10	10	12
12. Klipfontein ...	A 3	18	...	...	18	15	...	...	15
13. Middel Kraal ...	A 3	11	11	11	16	9	7	10	15
14. Rietfontein, No. 1 ...	A 3	17	14	14	14	16	13	13	11
15. Do. No. 2 ...	A 3	...	...	8	10	...	...	8	9
16. Rust en Vrede ...	A 3	13	13	13	15	12	13	13	13
17. Traka ...	A 3	...	12	11	11	...	12	10	10
18. Verloren River ...	A 3	...	15	14	16	...	13	12	12
19. Zandvlakte ...	A 3	...	...	...	15	...	...	...	15
20. Zoetendals Vlei ...	A 3	...	10	10	10	...	9	9	9
21. Eenzaamheid ... O. J. Coleske	P.F.	...	7	7	7	...	7	7	7
22. Good Hope... E. A. Nortje	P.F.	6	6	6	6	6	6	6	6
23. Hartebeestkuil ... H. Kuhne	P.F.	9	...	6	(7)	9	...	6	(6)
24. Klipgat ... S. E. Terblanche	P.F.	8	8	8	8	8	8	8	7
25. Kraai Rivier ... J. J. Botha	P.F.	...	10	10	...	...	9	10	...
26. Loeriesfontein ... D. du Pisani	P.F.	...	5	5	5	...	5	5	5
27. Rietfontein ... R. B. Brunsdon	P.F.	...	11	...	...	...	10	...	...
28. Riet Rivier ... I. W. Ferreira	P.F.	15	10	12	...	11	9	11	...
29. Booi Waal ... W. L. Eales	P.F.	...	...	...	5	...	...	...	5
30. Schildpadbeen ... J. W. Ferreira	P.F.	6	10	7	9	6	10	7	9
31. Spitskop ... J. D. Deysel	P.F.	7	5	5	5	7	5	5	5
32. Veerenkraal ... C. J. Strydom	P.F.	11	8	8	7	9	7	7	6
33. Venterskop ... A. Venter	P.F.	11	10	9	7	9	9	8	6
34. Vlei Kraal ... J. E. Bezuidenhout	P.F.	...	...	8	6	...	...	8	6
35. Vleitjes ... J. Looek	P.F.	7	...	...	...	7	...	...	...
36. Voorvledermuispoort ... J. Chatwind	P.F.	...	7	7	7	...	6	7	7
37. Witpoort ... J. E. Nortje	P.F.	7	7	7	7	7	7	7	7
38. Joachim's Kraal ...	Poor	...	...	...	15	...	...	...	14
39. Kouka ...	Poor	30	27	29	28	25	26	22	24
40. Matjes Vlei ...	Poor	13	13	13	14	13	13	13	13
41. Netley ...	Poor	...	22	20	20	...	19	18	16
42. Riet Rivier ...	Poor	...	...	...	11	...	...	...	10
43. Smitskraal ...	Poor	13	14	15	15	13	13	14	13
44. Tooverfontein ...	Poor	20	22	22	23	19	21	21	21
45. Vledermuis Poort ...	Poor	18	...	32	...	14	...	28	...
46. Vogelstruislaagte ...	Poor	21	22	16	20	21	20	15	18
47. Voorwaarts ...	Poor	14	15	15	17	14	14	14	15
48. Waai Kraal ...	Poor	30	27	30	28	29	25	29	27
49. Willowmore... ..	Poor	41	42	45	52	33	35	36	40
50. Witkop ...	Poor	13	33	39	26	10	30	31	23
51. Zandvlakte (Bavian's Kloof) ...	Poor	21	21	19	...	20	20	15	...
52. Zoutpoort ...	Poor	...	...	(12)	13	...	...	(12)	11

Inspection Qr.	On Roll.	Present at Inspection.	Sub-Standards.		Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Pupil Teachers.			Unclassified.	Higher.	Same.	Lower.	Presented.	Passed.
			A.	B.									I.	II.	III.						
29	3	124	120	73	13	16	13	5	...	...	...	...	...	...	...	19	18	...	39	29
30	1	23	22	16	4	...	1	1	...	...	...	...	...	...	...	First Inspection	...	...	2	1
31	2	5	5	...	...	4	1	...	...	...	...	...	...	...	...	First Inspection	...	...	5	5
32	1	70	47	19	11	5	8	3	1	...	...	...	...	...	...	9	8	1	20	10
33	1	85	77	37	16	11	11	2	...	...	...	...	...	...	...	21	3	...	24	21
34	2	19	19	13	...	2	1	3	...	...	...	...	...	...	...	First Inspection	...	...	6	5
1	4	99	96	21	12	15	15	7	13	3	4	4	...	1	...	45	7	...	63	55	
2	2	156	151	30	11	21	17	18	24	14	10	2	1	...	3	84	6	107	91
3	2	12	12	1	1	3	2	3	2	...	...	...	...	...	...	10	...	...	10	10
4	2	14	14	4	3	...	5	...	1	...	1	...	...	...	...	5	1	...	7	6
5	3	31	29	4	6	8	5	1	5	...	...	...	...	...	...	10	4	...	22	13
6	2	32	31	7	9	2	4	1	7	...	1	...	...	...	...	First Inspection	...	...	16	12
7	2	14	13	1	3	2	4	...	3	...	...	...	...	...	...	3	3	...	11	8
8	2	9	9	1	1	7	...	...	...	...	...	...	...	...	...	First Inspection	...	...	7	4
9	4	28	28	14	3	4	4	3	...	...	...	...	...	...	...	First Inspection	...	...	11	10
10	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
11	2	10	10	5	...	4	1	...	...	...	...	...	...	...	...	First Inspection	...	...	5	5
12	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
13	2	11	9	1	2	2	3	...	1	...	...	...	...	...	...	No Record	...	...	6	6
14	2	14	14	4	2	3	1	3	1	...	...	...	...	...	...	5	1	...	8	6
15	2	10	10	7	...	1	2	...	...	...	...	...	...	...	...	First Inspection	...	...	3	2
16	2	13	13	2	4	1	2	3	...	1	...	...	...	...	...	6	1	...	8	7
17	2	11	11	2	4	1	...	1	2	1	...	...	...	...	...	3	1	...	5	3
18	2	14	13	2	...	8	1	...	1	1	...	...	...	...	...	No Record	...	...	11	10
19	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
20	2	10	10	2	...	3	...	2	...	2	1	...	...	...	...	8	...	...	8	5
21	2	7	7	3	...	1	2	1	...	...	...	...	...	...	...	First Inspection	...	...	4	3
22	2	7	7	4	...	1	...	1	1	...	...	...	...	...	...	First Inspection	...	...	3	3
23	2	7	6	2	1	2	...	1	...	...	...	...	...	...	...	First Inspection	...	...	3	3
24	2	8	8	...	2	...	3	3	...	...	...	...	...	...	...	8	...	...	8	8
25	2	10	10	6	2	...	1	1	...	...	...	...	...	...	...	First Inspection	...	...	2	1
26	2	5	5	...	...	3	...	1	1	...	...	...	...	...	...	First Inspection	...	...	5	4
27	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
28	2	12	12	5	...	1	1	4	1	...	...	...	...	...	...	5	...	...	7	5
29	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
30	2	7	7	1	1	1	2	1	1	...	...	...	...	...	...	First Inspection	...	...	5	3
31	4	7	7	2	2	...	1	1	1	...	...	...	...	...	...	First Inspection	...	...	3	2
32	2	8	8	...	3	1	1	2	1	...	...	...	...	...	...	First Inspection	...	...	5	5
33	2	10	9	1	1	2	2	2	1	...	...	...	...	...	...	First Inspection	...	...	7	5
34	2	8	8	...	2	...	3	...	1	2	...	...	...	...	...	3	2	...	6	6
35	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
36	2	7	6	2	...	2	...	1	1	...	...	...	...	...	...	First Inspection	...	...	4	1
37	2	7	7	2	...																

Name of School.	Class.	Scholars on Roll				Average Attendance			
		during				during			
		4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.	4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.
55. Guba ... (D.R.C.)	B	65	50	55	61	34	32	38	38
56. Indwe ... (Eng. Ch.)	B	(36)	37	36	24	(26)	28	27	18
57. Dordrecht ... (Wes.)	B	98	100	87	83	92	91	80	76
58. Indwe, Coloured ... (do.)	B	33	31	25	21	28	24	16	15
59. Do., Kafir ... (do.)	B	...	...	65	42	...	...	50	33
60. Rietspruit ... (do.)	B	118	98	119	113	88	95	89	85
Total ...	...	1158	1173	1205	1248	997	1022	996	1064

WORCESTER : Inspector Robertson.

1. Worcester, Blind ...	Sp.	...	...	45	40	...	...	42	38
2. Do., Deaf and Dumb ...	Sp.	95	97	60	63	92	95	60	61
3. Do., Boys' High School ...	A 1	173	169	172	178	161	162	162	167
4. Do., Girls' High School ...	A 1	335	304	320	320	308	286	295	296
5. Rawsonville... ..	A 2	64	73	70	66	59	66	65	59
6. Breede River (Darling Bridge) ...	A 3	54	53	52	51	46	48	42	43
7. Doorn River ...	A 3	41	42	38	39	35	38	33	33
8. Ebenezer (De Doorns) ...	A 3	45	38	38	39	37	31	32	34
9. Goudini ...	A 3	33	32	33	31	30	29	29	29
10. Matjesfontein Station ...	A 3	23	52	43	27	19	36	36	20
11. Moddergat (Kweek Kraal) ...	A 3	16	13	13	11	12	11	10	8
12. Moordkuil (Midden Doorn Rivier) ...	A 3	24	24	24	25	23	23	21	23
13. Nonna ...	A 3	15	17	16	16	14	16	15	15
14. Over Hex River ...	A 3	11	...	...	...	9	...	...	...
15. Roodehoogte ...	A 3	28	33	32	36	24	27	24	30
16. Roodewal ...	A 3	19	21	20	22	18	21	19	21
17. Slang Hoek ...	A 3	15	16	16	16	14	15	15	14
18. Spes Bona ...	A 3	40	36	38	35	32	31	34	30
19. Touws River Station, Coloured (Ry.) ...	A 3	87	81	79	108	75	69	67	98
20. Do., European (Ry.) ...	A 3	92	86	83	84	83	79	75	77
21. Wagenboom River ...	A 3	34	36	30	29	31	34	28	27
22. Wilge River ...	A 3	...	13	16	13	...	13	15	12
23. Worcester ... (Luth.)	A 3	87	100	93	100	82	94	87	95
24. Groot Vlakte ... F. J. Stofberg	P.F.	8	9	9	10	8	9	8	9
25. Kanet Vlei ... P. J. Conradie	P.F.	6	6	6	5	6	6	5	4
26. Klopperbosch ... A. P. Naudé	P.F.	7	7	5	6	7	7	5	6
27. Olifantsberg ... W. H. de Vos	P.F.	9	11	...	...	9	10	...	...
28. Welgemoed ... S. F. Naudé	P.F.	17	19	13	16	16	15	11	14
29. Wilge River... A. P. Burger	P.F.	9	...	...	...	8	...	...	...
30. Wyzersdrift ... J. J. de Wet	P.F.	9	9	6	5	9	8	6	5
31. Worcester ...	Poor	65	61	67	77	59	58	59	69
32. De Doorns ... (Rhen.)	B	48	53	47	56	34	39	32	40
33. Worcester ... (do.)	B	520	527	498	456	426	427	399	378
Total ...	...	2029	2038	1982	1981	1786	1803	1725	1755

B. TERRITORIES.

BIZANA : Inspector R. Rein.

1. Bizana ...	A 3	9	16	14	10	8	14	11	9
2. Emtamvuna ... (Wes.)	C	55	45	47	53	49	42	44	51
3. Emzinyati ... (do.)	C	42	41	41	38	26	34	26	26
4. Ludeke ... (do.)	C	29	33	35	34	25	24	29	29
5. Mjanyelwa's ... (do.)	C	36	40	37	44	33	28	30	37
6. Ndunge's ... (do.)	C	49	62	77	81	42	57	73	72
Total ...	...	220	237	251	260	183	199	213	224

Inspection Qr.	On Roll.	Present at Inspection.	Sub-Standards.		Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Pupil Teachers.			Unclassified.	Higher.	Same.	Lower.	Presented.	Passed.
			A.	B.									I.	II.	III.						
55	1	52	41	21	2	5	7	4	2	...	...	...	...	...	...	4	14	...	21	7
56	1	39	24	19	...	3	2	...	...	...	...	...	...	...	...	1	...	...	5	4
57	1	101	92	50	13	17	...	9	3	...	...	...	...	...	...	25	3	...	30	28
58	1	32	26	8	3	5	4	6	...	...	...	...	...	...	...	8	3	...	15	11
59	2	62	39	26	6	6	1	...	...	...	...	...	...	...	...	Sch. in abeyance	...	...	7	7
60	1	121	110	63	14	12	13	7	1	...	...	...	...	...	...	13	29	...	49	20
1	2	44	44	7	4	5	3	3	2	5	1	4	2	...	...	14	...	...	23	23
2	2	61	61	8	12	13	12	6	8	1	1	...	...	...	...	34	4	...	41	32
3	4	177	172	...	3	13	16	24	29	23	28	17	19	...	...	111	13	...	172	148
4	4	338	329	43	12	17	35	39	39	51	28	28	18	...	...	151	26	...	256	218
5	2	71	68	13	8	7	5	7	9	8	2	3	6	...	...	26	6	...	42	32
6	1	54	48	5	7	7	5	9	7	5	3	...	...	...	...	26	7	1	37	27
7	1	43	41	6	10	8	7	6	3	1	...	...	...	...	...	18	4	...	25	19
8	2	40	40	4	4	8	10	4	6	2	2	...	...	...	...	16	5	...	33	23
9	2	33	32	2	5	5	3	6	3	2	3	3	...	...	...	18	3	...	25	22
10	3	31	20	13	6	1	...	...	...	...	...	...	...	...	...	1	1	...	3	1
11	1	12	11	...	2	3	2	3	1	...	...	...	...	...	...	3	6	...	9	3
12	1	24	24	14	6	1	2	1	...	...	...	...	...	...	...	First Inspection	...	...	7	3
13	1	17	17	...	7	1	1	6	2	...	...	...	...	...	...	4	3	...	14	7
14	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
15	1	34	34	7	8	4	5	7	1	2	...	...	...	...	...	13	5	...	20	18
16	1	21	21	7	1	...	3	3	5	2	...	...	...	...	...	10	...	...	13	12
17	2	17	17	3	2	1	1	3	2	3	...	...	...	...	...	11	...	...	12	11
18	2	37	37	6	4	5	5	2	6	6	2	1	...	...	...	20	5	...	29	21
19	1	77	75	33	18	8	10	5	1	...	...	...	...	...	...	16	5	...	24	20
20	2	83	83	24	10	9	11	11	13	...	5	...	...	...	...	36	8	...	50	40
21	1	36	36	1	5	4	7	8	7	2	...	2	...	...	...	17	9	...	31	19
22	3	13	12	1	...	4	1	1	4	1	...	...	...	...	...	3	1	...	11	10
23	1	104	103	40	12	12	13	14	4	8	...	...	...	...	...	36	7	...	52	43
24	1	9	9	1	3	1	2	1	...	1	...	...	...	...	...	3	1	...	5	4
25	2	6	6	...	1	...	1	2	1	...	...	...	...	...	...	4	1	...	5	3
26	1	7	7	...	...	3	2	1	1	...	...	...	...	...	...	5	...	...	7	6
27	1	12	12	5	...	1	...	4	2	...	...	...	...	...	...	4	2	...	7	3
28	2	15	12	4	1	4	1	1	1	...	...	...	...	...	...	First Inspection	...	...	8	4
29	4	8	8	...	1	2	...	2	2	1	...	...	...	...	...	2	3	...	7	4
30	1	9	9	...	3	2	3	1	...	...	...	...	...	...	...	4	2	...	7	5
31	1	64	63	24	12	11	8	8	...	...	...	...	...	...	...	24	2	...	27	24
32	3	54	37	17	9	9	2	...	...	...	...	...	...	...	...	5	8	...	15	6
33	1	545	497	243	86	64	42	32	16	7	7	...	...	...	...	152	27	...	189	162

Name of School.	Class.	Scholars on Roll				Average Attendance			
		during				during			
		4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.	4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.
BUTTERWORTH (G.G.): Insp. McLaren.									
1. Butterworth High School...	A 1	128	112	114	120	96	101	101	108
2. Cunningham ...	Rev. B. J. Ross P.F.	...	...	5	5	...	...	5	5
3. Nthlambe ...	A. Hassall P.F.	9	9	13	13	8	7	10	11
4. The Springs...	A. F. Brill P.F.	5	5	5	5	5	5	5	5
5. Manqulo ...	(Combined) C	109	79	71	71	84	51	52	44
6. Izagwityi ...	(Eng. Ch.) C	129	123	114	132	99	85	81	92
7. Ceru-Bawa ...	(U.F.C.) C	151	140	149	157	121	108	121	135
8. Cunningham ...	(do.) C	184	156	150	162	153	127	120	126
9. Diya ...	(do.) C	42	46	48	45	40	42	44	42
10. Entlambe ...	(do.) C	40	45	44	40	31	32	33	28
11. Mqambeli's (Tongwane) ...	(do.) C	74	69	68	74	61	51	51	62
12. Ndabakazi ...	(do.) C	145	144	136	123	134	126	120	96
13. Nqutu ...	(do.) C	75	61	59	60	56	40	45	41
14. Qege ...	(do.) C	81	77	72	78	67	65	60	65
15. The Springs...	(do.) C	57	63	66	59	41	54	50	44
16. Bulube's ...	(Wes.) C	78	71	75	83	65	57	55	55
17. Butterworth ...	(do.) C	151	148	155	160	124	114	131	127
18. Do. Boys' Industrial ...	(do.) C	23	23	23	22	21	21	22	20
19. Do. Girls' (LamploughInst.) ...	(do.) C	65	45	55	52	64	41	53	49
20. Cegcuwana ...	(do.) C	105	95	98	98	86	68	72	76
21. Dlepu's ...	(do.) C	77	63	59	48	60	51	49	41
22. Kobodi ...	(do.) C	114	105	105	106	80	70	67	77
23. Mgagasi ...	(do.) C	86	81	82	75	79	74	74	63
24. Mgomanzi ...	(do.) C	41	48	53	49	31	37	45	40
25. Mpenduza ...	(do.) C	64	74	68	74	56	50	66	60
26. Tobotshana ...	(do.) C	58	57	61	71	43	54	40	64
27. Tongwane ...	(do.) C	112	112	123	118	97	100	89	93
28. Veldman's ...	(do.) C	147	132	126	130	120	103	110	111
29. Zangwa ...	(do.) C	102	99	101	86	89	72	73	54
30. Zinqayi ...	(do.) C	51	50	49	50	40	39	35	37
Total ...	...	2503	2332	2347	2366	2051	1845	1879	1871
ELLIOT: Inspector Hagen.									
1. Elliot ...	A 3	93	98	81	95	77	90	64	82
2. Oranzai ...	A 3	21	20	20	25	18	17	17	22
3. Waterfurrow ...	A 3	14	16	17	12	13	14	14	11
4. Bonawe ...	W. C. Wiggill P.F.	9	...	5	5	8	...	5	4
5. Brodile ...	W. A. Schuman P.F.	6	6	4	6	6	6	4	6
6. Draaifontein ...	H. L. Potgieter P.F.	7	...	...	...	7	...	...	...
7. Gillie Callum ...	F. J. Schweizer P.F.	6	6	5	5	6	5	4	5
8. Hartebeestpoort ...	R. P. Dreyer P.F.	...	...	...	(6)	...	...	...	(4)
9. Malvina ...	T. L. Thompson P.F.	7	6	7	5	6	6	6	5
10. Navar ...	G. H. Smith P.F.	6	...	...	...	6	...	...	...
11. Ordfianna ...	G. Dargie P.F.	9	8	...	(9)	8	8	...	(9)
12. Runagaul ...	J. C. Coetzee P.F.	15	12	12	12	11	11	11	12
13. Tulloch ...	J. A. Engelbrecht P.F.	...	...	8	9	...	...	8	9
14. Xuka Drift ...	R. Allen P.F.	5	5	...	...	5	5	...	...
15. Comrie ...	Poor	...	...	...	17	...	...	...	15
16. Embokotwa ...	Poor	...	...	...	47	...	...	...	35
17. Gubenxa ...	Poor	58	48	45	40	50	43	37	36
18. Oithona ...	Poor	26	20	28	27	25	18	23	25
19. Rhyno ...	Poor	...	...	...	26	...	...	...	23
20. Smalpoort ...	Poor	13	...	...	...	13	...	...	...
21. Xuka Drift ...	Poor	...	...	19	15	...	...	18	14
22. Zuurhoek ...	Poor	12	10	...	...	11	9	...	...
23. Zweethoek ...	Poor	28	44	44	40	23	39	36	35

Inspection Qr.	On Roll.	Present at Inspection.	Sub-Standards.		Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Pupil Teachers.			Unclassified.	Higher.	Same.	Lower.	Presented.	Passed.		
			A.	B.									I.	II.	III.								
1	4	125	113	8	6	7	6	21	10	15	8	15	15	...	1	1	...	50	24	...	99	66	
2
3	1	9	9	6	1	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	2	2
4	4	5	5	1	...	2	...	...	2	...	...	...	...	...	...	...	...	...	...	...	4	4
5	4	111	94	29	18	11	10	19	7	...	...	...	...	...	...	...	...	...	...	...	59	29
6	4	131	105	38	19	17	18	9	4	...	...	...	...	...	...	...	...	...	...	...	48	38
7	4	149	143	35	20	24	27	20	15	2	...	...	...	...	...	...	...	...	...	...	97	49
8	4	188	169	52	21	27	21	16	18	14	...	...	...	...	...	...	...	...	...	...	103	72
9	4	43	40	34	1	2	3	...	...	...	...	...	...	...	...	...	...	...	...	...	6	5
10	1	43	34	16	9	4	3	2	...	...	...	...	...	...	...	...	...	...	...	...	16	8
11	4	73	72	24	13	17	12	6	...	...	...	...	...	...	...	...	...	...	...	...	37	33
12	4	135	134	43	19	17	15	15	16	9	...	...	...	...	...	...	...	...	...	...	41	27
13	4	76	55	26	11	6	3	5	4	...	...	...	...	...	...	...	...	...	...	...	19	16
14	4	81	77	21	14	16	17	6	3	...	...	...	...	...	...	...	...	...	...	...	52	22
15	4	57	52	21	10	9	9	3	...	...	...	...	...	...	...	...	...	...	...	...	22	10
16	1	67	67	18	9	15	12	10	3	...	...	...	...	...	...	...	...	...	...	...	42	23
17	4	151	147	41	24	24	25	14	14	5	...	...	...	...	...	...	...	...	...	...	88	68
18	2	23	22	...	...	1	10	9	2	...	...	...	...	...	...	...	...	...	...	...	22	4
19	4	65	65	...	...	...	...	16	25	17	...	...	7	...	...	...	...	...	...	...	58	36
20	4	106	96	18	24	13	13	12	16	...	...	...	...	...	...	...	...	...	...	...	65	38
21	4	70	68	16	17	17	10	8	...	...	...	...	...	...	...	...	...	...	...	...	39	17
22	4	112	104	33	25	12	18	12	4	...	...	...	...	...	...	...	...	...	...	...	51	35
23	1	82	77	24	17	14	7	10	5	...	...	...	...	...	...	...	...	...	...	...	36	34
24	1	40	35	13	3	6	5	6	2	...	...	...	...	...	...	...	...	...	...	...	19	16
25	4	67	65	21	9	11	10	5	9	...	...	...	...	...	...	...	...	...	...	...	36	25
26	4	54	54	18	20	7	4	5	...	...	...	...	...	...	...	...	...	...	...	...	27	3
27	4	108	104	37	20	16	20	9	2	...	...	...	...	...	...	...	...	...	...	...	52	27
28	4	148	135	46	15	13	14	18	13	16	...	...	...	...	...	...	...	...	...	...	79	58
29	4	109	102	37	19	13	11	8	9	5	...	...	...	...	...	...	...	...	...	...	49	34
30	1	51	41	14	10	6	7	4	...	...	...	...	...	...	...	...	...	...	...	...	18	12

Name of School.	Class.	Scholars on Roll				Average Attendance			
		during				during			
		4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.	4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.
24. Elliot (D.R.C.)	C	36	31	26	32	22	23	20	27
25. Cengu (Eng. Ch.)	C	28	27	27	28	26	26	25	27
26. Donnaschadban (Wes.)	C	38	34	38	31	26	23	26	24
27. Maxongo's Hoek (do.)	C	38	37	38	30	25	25	27	21
Total		475	428	424	507	392	368	345	438
ELLIOTDALE : Inspector Porter, acting.									
1. Prospect Station W. Dreyer	P.F.	7	9	9	10	7	9	9	9
2. Tubeni H. W. Wild	P.F.	...	...	...	5	...	...	...	5
3. Woods Halt... .. C. Wood	P.F.	11	16	18	16	10	15	17	16
4. Mbanyana (U.F.C.)	C	43	38	89	87	24	31	76	72
5. Miller (do.)	C	...	30	56	68	...	18	40	39
6. Neehana (Wes.)	C	43	53	53	49	38	44	40	38
7. Qinqana (do.)	C	58	34	67	64	42	30	57	52
8. Tafelhashe (do.)	C	67	45	72	61	51	36	67	44
Total		229	225	364	360	172	183	306	275
ENGCOBO : Inspector Hagen.									
1. Engcobo	A 3	31	28	24	26	25	25	21	24
2. All Saint's Native Training Sch. (Eng.Ch.)	C 1	17	18	15	12	16	16	14	11
3. Clarkebury Native Training Sch. (Wes.)	C 1	64	68	79	72	62	64	77	65
4. All Saint's, Practising School (Eng. Ch.)	C	155	177	192	202	116	143	132	155
5. Emkanzi (do.)	C	100	85	97	101	75	65	78	83
6. Engxogi (do.)	C	32	25	37	50	23	18	31	42
7. Esitoleni (do.)	C	45	48	33	27	36	36	22	22
8. Gqaka (do.)	C	35	25	31	...	31	14	21	...
9. Gubenxa (do.)	C	37	32	29	28	26	27	23	21
10. Gulandoda (do.)	C	54	52	49	44	41	41	37	33
11. Lower Mnyolo (do.)	C	33	57	55	48	22	38	40	26
12. Manglele's (do.)	C	40	32	35	37	30	26	28	30
13. Manzana (do.)	C	114	98	100	122	83	72	81	99
14. Mbekeni's (do.)	C	31	39	45	50	22	31	34	41
15. Msintsana (do.)	C	52	31	66	62	31	15	45	36
16. Nkondlo (do.)	C	43	41	50	46	31	33	38	33
17. Ntibane (do.)	C	20	19	...	...	14	13	...	...
18. Qota (do.)	C	43	34	35	32	34	26	26	22
19. Qutubeni (do.)	C	78	99	114	103	58	80	83	78
20. Rasmeni's (do.)	C	42	39	39	36	33	32	31	27
21. St. Alban's (do.)	C	88	94	97	100	79	83	87	91
22. Silo's (do.)	C	49	33	34	30	19	26	30	25
23. Sinqumeni (do.)	C	29	30	33	24	20	26	22	18
24. Sitonga's (do.)	C	50	59	64	57	31	41	50	46
25. Sitoza's (do.)	C	82	57	70	64	60	40	48	47
26. Tshapile's (do.)	C	58	51	53	41	27	38	35	32
27. Upper Mnyolo (do.)	C	32	...	...	28	23	...	...	20
28. Beyele (Ind.)	C	58	27	53	75	38	25	42	63
29. Elucweewe (do.)	C	72	70	78	81	49	54	63	69
30. Kipping (do.)	C	56	49	52	52	38	35	38	39
31. Mqonci (do.)	C	56	52	45	39	40	40	33	31
32. Xentu (Mor.)	C	69	91	83	82	51	64	68	68
33. Qengqelesa (U.F.C.)	C	77	61	61	64	68	55	57	55
34. Tora (Kidston) (do.)	C	125	91	95	118	101	63	72	96
35. Bojana (Wes.)	C	98	88	100	101	72	63	74	81
36. Cefane (do.)	C	95	80	84	83	83	71	76	76

Inspection Qr.	On Roll.	Present at Inspection.	Sub-Standards.		Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-standard.	Pupil Teachers.			Unclassified.	Higher.	Same.	Lower.	Presented.	Passed.
			A.	B.									I.	II.	III.						
24	1	28	23	21	...	...	2	...	...	...	...	...	...	...	...	1	1	...	2	1
25	3	31	31	7	5	8	6	5	...	...	...	...	...	...	...	6	14	...	23	11
26	1	35	35	18	9	4	2	2	...	...	...	...	...	...	...	4	6	...	14	5
27	2	38	32	18	7	1	3	3	...	...	...	...	...	...	...	1	2	...	9	5
1	4	7	7	...	1	...	1	1	3	1	...	...	...	...	...	4	2	...	6	4
2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3	4	10	10	...	...	1	3	1	...	5	...	...	...	...	...	9	...	...	10	10
4	4	26	26	21	2	3	...	...	...	...	...	...	...	...	...	...	...	1	3	0
5	4	45	42	25	6	1	3	3	4	...	...	...	...	...	...	4	4	...	12	7
6	4	42	35	11	8	6	5	3	2	...	...	...	...	...	...	11	3	...	17	11
7	4	65	49	43	5	1	...	...	...	...	...	...	...	...	...	First Insp	...	...	6	0
8	4	71	59	47	6	...	5	1	...	...	...	...	...	...	...	No Record	...	...	7	5
1	3	26	25	5	1	2	4	5	2	3	1	1	...	1	...	10	3	...	19	12	
2	3	12	12	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3	4	66	66	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4	4	156	146	24	26	25	13	19	6	28	5	...	...	...	...	41	43	...	114	59
5	3	99	83	45	7	18	9	4	...	...	...	...	...	...	...	18	14	...	35	21
6	3	47	45	32	7	2	4	...	...	...	...	...	...	...	...	3	4	...	8	3
7	3	29	25	10	5	4	5	1	...	...	...	...	...	...	...	2	12	...	15	2
8	4	39	35	13	14	2	5	1	...	...	...	...	...	...	...	5	5	...	13	5
9	2	28	25	22	2	1	...	...	...	...	...	...	...	...	...	First Inspection	...	...	1	1
10	3	42	37	20	8	2	5	2	...	...	...	...	...	...	...	4	9	...	15	5
11	4	35	33	13	10	6	2	2	...	...	...	...	...	...	...	4	10	...	15	6
12	3	34	32	17	4	6	4	1	...	...	...	...	...	...	...	7	5	...	12	7
13	3	132	103	30	13	21	13	9	4	...	...	...	...	...	...	35	26	...	71	40
14	3	48	43	29	7	6	...	1	...	...	...	...	...	...	...	No Record	...	...	9	5
15	4	58	41	26	11	1	3	...	...	...	...	...	...	...	...	No Record	...	...	10	0
16	4	46	33	4	11	10	7	1	...	...	...	...	...	...	...	7	8	...	20	10
17	4	22	18	12	1	2	2	1	...	...	...	...	...	...	...	3	2	...	5	3
18	4	45	38	28	7	1	2	...	...	...	...	...	...	...	...	1	2	...	4	2
19	3	101	89	38	10	19	7	11	4	...	...	...	...	...	...	29	10	...	44	32
20	4	40	39	12	6	10	11	...	...	...	...	...	...	...	...	10	7	...	22	16
21	3	100	98	31	16	9	13	11	13	5	...	...	...	...	...	30	20	...	57	31
22	3	30	20	17	2	1	...	...	...	...	...	...	...	...	...	1	1	...	2	1
23	2	25	22	5	10	4	1	2	...	...	...	...	...	...	...	4	6	...	11	4
24	3	56	48	27	8	7	5	1	...	...	...	...	...	...	...	6	8	...	15	7
25	4	71	64	10	2	7	9	10	17	9	...	...	...	...	...	30	11	...	54	39
26	4	45	23	9	7	...	6	1	...	...	...	...	...	...	...	3	3	...	9	4
27	4	33	25	6	13	3	3	...	...	...	...	...	...	...	...	1	4	...	11	3
28	3	71	59	38	7	6	3	5	...	...	...	...	...	...	...	9	4	...	15	9
29	3	77	72	21	16	13	6	8	8	...	...	...	...	...	...	14	15	...	44	23
30	3	55	49	28	8	7	3	3	...	...	...	...	...	...	...	5	8	...	15	5
31	4	53	51	17	13	5	10	4	2	...	...	...	...	...	...	5	20	...	33	8
32	4	70	66	26	20	11	4	2	3	...	...	...	...	...	...	14	11	...	26	15
33	4	75	70	27	13	8	12	7	3	...	...	...	...	...	...	14	16	1	37	19
34	4	127	114	46	19	14	15	9	8	3											

Name of School.	Class.	Scholars on Roll				Average Attendance			
		during				during			
		4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.	4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.
37. Clarkebury, Boys' Industrial ... (Wes.)	C	33	33	33	34	32	31	32	31
38. Do., Practising ... (do.)	C	261	246	264	255	242	222	237	230
39. Cwecweni ... (do.)	C	92	92	84	89	72	65	56	70
40. Goboti ... (do.)	C	73	63	62	71	43	39	45	52
41. Gqobonco ... (do.)	C	68	70	78	74	59	62	69	68
42. Gqutyini ... (do.)	C	65	60	60	49	48	44	39	39
43. Mbanga ... (do.)	C	71	62	57	54	65	54	47	47
44. Mjanyana ... (do.)	C	83	64	62	60	65	42	44	52
45. Mtuntloni ... (do.)	C	51	49	49	50	38	38	36	42
46. Mqabo ... (do.)	C	42	39	41	44	30	31	32	36
47. Nabileyo ... (do.)	C	36	52	52	51	34	46	44	43
48. Nkwenkwana ... (do.)	C	...	67	59	42	...	42	41	29
49. Ngqokoto ... (do.)	C	57	48	46	45	47	40	35	39
50. Quluqu ... (do.)	C	...	...	97	70	...	...	67	49
51. Sitebe ... (do.)	C	46	45	45	49	42	42	39	44
52. Tyeni ... (do.)	C	65	60	59	54	62	45	50	50
Total ...		3203	3124	3275	3228	2487	2443	2570	2626
FLAGSTAFF : Inspector R. Rein.									
1. Flagstaff ...	A 3	20	18	15	15	17	15	14	14
2. Emfundisweni ... (Wes.)	C	176	227	228	226	143	164	194	174
3. Enhlenzi ... (do.)	C	34	36	43	44	26	28	33	31
4. Fort William ... (do.)	C	38	28	32	37	33	20	25	33
5. Ndakeni ... (do.)	C	47	45	42	48	38	37	34	45
6. Xopozo ... (do.)	C	30	29	24	19	27	24	21	18
Total ...		345	383	384	389	284	288	321	315
IDUTYWA (G.G.) : Inspector Porter, acting.									
1. Idutywa ...	A 2	69	75	63	70	59	61	51	62
2. Ebende ... H. E. Hawkes	P.F.	10	7	7	...	9	7	7	...
3. Mahliwana ... (Eng. Ch.)	C	33	37	35	40	19	35	30	36
4. Teleni (Stemele's) ... (do.)	C	86	69	87	110	48	43	74	88
5. Ziwundwana ... (do.)	C	104	100	94	62	86	61	61	60
6. Bende ... (U.F.C.)	C	14	12	...	...	8	9	...	...
7. Dale ... (do.)	C	55	45	47	65	37	31	34	50
8. Douglas (Esikobeni) ... (do.)	C	59	74	76	77	54	63	62	61
9. Duff (Nqabara) ... (do.)	C	50	45	42	47	34	30	30	30
10. Ewing ... (do.)	C	61	70	...	67	43	48	...	50
11. Idutywa River ... (do.)	C	30	30	32	32	21	22	21	22
12. Ketu ... (do.)	C	57	60	...	56	35	38	...	52
13. Morrison ... (do.)	C	74	83	90	89	54	60	64	58
14. The Residency ... (do.)	C	76	71	71	81	54	45	49	52
15. Xobo ... (do.)	C	...	...	54	47	...	...	48	33
16. Bolotwa ... (Wes.)	C	93	97	104	110	69	85	85	94
17. Candu ... (do.)	C	43	42	43	39	38	34	36	33
18. Colosa ... (do.)	C	59	53	55	53	42	42	42	43
19. Gwadana ... (do.)	C	72	83	87	94	52	63	66	64
20. Lota ... (do.)	C	30	24	22	21	26	18	17	14
21. Nqabane ... (do.)	C	66	77	56	47	48	39	36	29
22. Nywara ... (do.)	C	40	43	59	65	30	30	48	46
23. Qora ... (do.)	C	93	94	91	105	60	63	66	73
24. Sizini ... (do.)	C	54	48	50	51	44	39	42	40
25. Upper Qora ... (do.)	C	32	35	36	40	19	30	32	31
Total ...		1360	1374	1301	1468	989	996	1001	1121
KENTANI : Inspector Porter, acting.									
1. Kentani ...	A 3	12	14	14	13	10	12	13	11
2. Nqusi ... T. W. Ewels	P.F.	6	...	...	...	6	...	...	...

Inspection Qr.	On Roll.	Present at Inspection.	Sub-Standards.		Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Pupil Teachers.			Unclassified.	Higher.	Same.	Lower.	Presented.	Passed.
			A.	B.									I.	II.	III.						
37	4	33	33	...	...	2	4	13	7	...	...	...	...	...	7	4	2	...	26	9
38	4	257	255	40	28	20	25	35	31	45	31	...	...	...	...	87	32	...	196	134
39	4	95	84	40	8	11	13	10	2	...	...	...	...	...	...	10	26	...	39	10
40	4	71	68	22	14	10	11	7	4	...	...	...	...	...	...	15	26	...	45	18
41	3	70	68	12	20	12	10	12	2	...	...	...	...	...	...	25	15	...	45	29
42	3	49	44	13	15	9	2	4	1	...	...	...	...	...	...	9	14	...	30	11
43	4	71	70	24	17	9	10	6	4	...	...	...	...	...	...	22	8	...	33	23
44	4	83	72	26	13	8	12	10	3	...	...	...	...	...	...	19	17	...	41	24
45	3	51	48	14	7	13	9	4	1	...	...	...	...	...	...	11	17	...	34	13
46	3	45	44	27	7	7	2	1	...	...	...	...	...	...	...	7	12	...	23	4
47	4	41	39	21	3	7	5	3	...	...	...	...	...	...	...	9	3	2	15	9
48	4	80	70	61	7	...	1	1	...	...	...	...	...	...	...	2	2	...	6	2
49	4	57	54	26	16	5	3	3	1	...	...	...	...	...	...	3	1	...	14	10
50	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
51	4	46	46	18	9	6	8	4	1	...	...	...	...	...	...	15	3	...	20	16
52	4	64	64	16	11	11	6	13	7	...	...	...	...	...	...	26	13	...	39	26
1	1	19	19	4	1	5	6	1	2	...	...	...	...	...	...	7	2	...	14	12
2	1	204	194	61	41	35	21	15	10	11	...	...	...	...	...	43	18	...	100	74
3	1	34	32	11	8	4	4	5	...	...	...	...	...	...	...	10	3	...	15	12
4	1	28	26	8	11	1	5	1	...	...	...	...	...	...	...	1	11	...	12	1
5	1	43	38	16	11	5	6	...	...	...	...	...	...	...	...	4	6	...	13	5
3	1	29	27	15	5	5	1	1	...	...	...	...	...	...	...	7	2	...	9	7
1	3	65	64	9	5	6	7	7	10	9	4	4	3	...	...	29	8	...	47	37
2	2	7	7	2	...	1	2	1	1	...	...	...	...	...	...	3	2	...	5	3
3	2	34	32	23	6	1	2	...	...	...	...	...	...	...	...	1	2	...	4	1
4	2	80	74	24	19	13	7	5	6	...	...	...	...	...	...	22	14	...	37	23
5	1	106	88	62	8	8	5	3	2	...	...	...	...	...	...	9	10	...	20	11
6	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
7	2	45	43	17	10	8	4	2	2	...	...	...	...	...	...	5	11	5	21	6
8	1	75	71	32	15	7	7	9	1	...	...	...	...	...	...	9	13	...	31	13
9	2	44	38	7	6	7	7	9	2	...	...	...	...	...	...	12	12	...	29	15
10	1	72	64	31	7	8	6	11	1	...	...	...	...	...	...	5	16	1	30	8
11	2	33	28	18	3	4	2	1	...	...	...	...	...	...	...	2	...	...	8	5
12	1	62	51	27	8	4	9	3	...	...	...	...	...	...	...	5	13	...	19	5
13	2	91	86	31	17	16	9	7	6	...	...	...	...	...	...	18	19	...	43	25
14	2	68	67	20	15	13	6	9	4	...	...	...	...	...	...	20	9	...	33	23
15	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
16	2	101	97	38	23	18	8	9	1	...	...	...	...	...	...	23	12	...	39	24
17	2	45	45	11	6	5	9	8	6	...	...	...	...	...	...	19	5	...	25	20
18	2	55	50	21	6	8	5	7	3	...	...	...	...	...	...	17	5	...	24	18
19	2	84	81	29	16	12	14	10	...	...	...	...	...	...	...	11	18	...	39	14
20	2	21	20	9	4	1	1	4	1	...	...	...	...	...	...	3	8	...	11	3
21	2	57	54	23	18	6	3	1	3	...	...	...	...	...	...	10	4	...	16	11

Name of School.	Class.	Scholars on Roll				Average Attendance			
		during				during			
		4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.	4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.
3. Anta's ...	(Pres.) C	18	27	33	29	12	16	21	20
4. Hlangani's ...	(do.) C	49	40	44	47	42	33	38	41
5. Isigangala ...	(do.) C	82	68	75	71	55	44	53	50
6. Kabakazi ...	(do.) C	80	72	68	67	58	53	51	54
7. Kobonqaba ...	(do.) C	55	49	50	50	39	38	37	38
8. Ngunduza ...	(do.) C	33	27	32	30	24	18	19	15
9. Nonyembezi ...	(do.) C	...	...	...	32	...	...	...	26
10. Nyityaba ...	(do.) C	35	67	63	67	27	42	47	47
11. Qoboqobo ...	(do.) C	70	57	76	89	47	38	64	72
12. Rwantana ...	(do.) C	37	36	37	36	31	31	27	27
13. Teko... ...	(do.) C	28	24	28	27	23	18	20	19
14. Teko Springs ...	(do.) C	84	57	67	77	57	43	49	60
15. Tutura ...	(do.) C	90	83	94	90	73	69	71	76
16. Centuli ...	(U.F.C.) C	24	39	46	38	16	31	35	35
17. Columba's ...	(do.) C	39	50	55	54	29	39	42	43
18. Gcina ...	(do.) C	39	44	47	41	29	37	40	37
19. Gobe... ...	(do.) C	36	32	31	32	26	25	23	25
20. Godidi ...	(do.) C	45	47	45	44	38	40	38	37
21. Gqunqe ...	(do.) C	37	33	29	30	28	25	24	29
22. Macibe ...	(do.) C	38	28	28	34	27	21	22	24
23. Mnyameni ...	(do.) C	45	64	65	61	25	39	46	39
24. Neerana ...	(do.) C	36	45	46	43	21	33	35	31
25. Neingane ...	(do.) C	70	60	76	67	49	54	52	50
26. Neizale ...	(do.) C	70	65	73	70	36	37	44	42
27. Ndakana ...	(do.) C	46	39	36	38	28	25	29	29
28. Ng de ...	(do.) C	45	28	37	38	31	17	24	29
29. Nqusi ...	(do.) C	48	33	44	40	22	15	32	25
30. Nxaxo ...	(do.) C	52	42	43	50	27	23	24	31
31. Nyumaga ...	(do.) C	...	...	...	31	...	...	...	18
32. Qo ora ...	(do.) C	30	38	40	36	18	26	31	23
33. Qombolo ...	(do.) C	31	39	46	41	18	25	32	25
34. Wili ...	(do.) C	59	52	50	51	42	39	40	41
35. Xobani ...	(do.) C	34	35	34	34	27	28	29	29
36. Cebe ...	(Wes.) C	81	84	111	123	58	60	67	96
37. Centane ...	(do.) C	39	32	(35)	24	36	24	(23)	13
38. Lusizi ...	(do.) C	89	59	79	92	51	43	62	66
39. Maki's ...	(do.) C	69	72	71	70	50	55	58	50
40. Mtunzi's ...	(do.) C	63	60	60	61	53	45	48	51
41. Qina ...	(do.) C	52	54	53	54	45	40	40	44
Total ...	...	1896	1795	1926	2022	1334	1301	1427	1508
LIBODE : Inspector Tooke.									
1. Mdlan'komo ...	(U.F.C.) C	(31)	20	27	32	(26)	17	23	23
2. Nyanjeni Location (Rainy) ...	(do.) C	25	23	22	...	19	19	14	...
3. Upper Corana ...	(do.) C	29	...	31	23	19	...	25	19
4. Zandukwana ...	(do.) C	29	24	26	27	25	21	23	20
5. Marubini ...	(Wes.) C	46	40	44	36	36	30	37	29
6. Ncambedlana ...	(do.) C	71	50	40	50	50	30	21	29
7. Qangqisa's ...	(do.) C	21	25	32	31	20	21	24	21
8. Ruze... ...	(do.) C	41	37	42	42	32	26	34	30
Total ...	...	262	219	264	241	201	164	201	171
LUSIKISIKI : Inspector R. Rein.									
1. Lusikisiki ...	A 3	25	26	26	23	23	23	22	19
2. Emboyi ...	(Eng. Ch.) C	...	31	29	30	...	25	27	28
3. Lusikisiki, St. Andrew's ...	(do.) C	(36)	37	37	31	(21)	19	29	23
4. Xurana ...	(do.) C	55	38	32	29	41	26	21	22
5. Hlabati ...	(Wes.) C	35	35	31	38	32	28	27	32
6. Palmerton ...	(do.) C	(78)	102	111	133	(57)	81	81	106
Total ...	...	115	269	266	284	96	202	207	230

Inspection Qr.	On Roll.	Present at Inspection.	Sub-Standards.		Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Pupil Teachers.			Unclassified.	Higher.	Same.	Lower.	Presente d.	Passed.
			A.	B.									I.	II.	III.						
3	4	17	13	6	1	3	1	2	...	...	...	...	...	...	5	...	...	6	6
4	4	52	47	23	11	5	5	2	1	...	...	...	...	...	6	10	...	19	8
5	4	88	83	34	16	13	11	9	...	...	...	...	...	...	7	25	...	41	9
6	1	77	61	31	10	8	2	8	...	...	...	...	...	...	5	18	...	23	6
7	4	56	39	17	8	4	6	4	...	...	...	...	...	...	9	5	...	18	11
8	1	26	26	15	7	1	3	...	...	...	...	...	...	...	1	7	...	9	1
9	
10	1	58	52	35	6	5	4	2	...	...	...	...	...	...	4	7	...	14	4
11	4	69	55	23	14	8	5	5	...	...	...	...	...	...	6	17	...	26	8
12	4	35	33	12	11	7	3	...	...	...	...	...	...	...	3	8	...	15	6
13	4	27	24	17	4	2	1	...	...	...	...	...	...	...	2	1	...	4	3
14	4	91	83	38	15	11	5	6	8	...	...	...	...	...	21	5	...	33	25
15	4	96	89	22	7	3	4	5	23	25	...	...	...	...	7	11	...	62	33
16	1	41	34	22	6	1	4	1	...	...	...	...	...	...	3	4	...	7	3
17	1	38	33	15	5	5	3	4	1	...	...	...	...	...	11	1	...	13	12
18	1	35	26	15	6	2	...	3	...	...	...	...	...	...	2	6	...	8	2
19	4	38	35	21	5	5	1	3	...	...	...	...	...	...	8	2	...	10	8
20	1	46	46	23	9	2	2	6	4	...	...	...	...	...	10	2	...	14	10
21	1	35	26	8	13	5	...	...	...	...	...	...	...	...	4	2	...	6	4
22	4	37	36	16	7	2	8	3	...	...	...	...	...	...	4	12	...	19	4
23	4	52	37	22	8	4	3	...	...	...	...	...	...	...	2	4	...	8	4
24	4	42	21	16	2	2	...	1	...	...	...	...	...	...	1	1	1	3	1
25	4	68	63	30	13	9	3	5	3	...	...	...	...	...	7	13	...	26	10
26	4	74	42	17	9	6	9	1	...	...	...	...	...	...	5	13	...	22	7
27	4	48	40	26	6	6	2	...	...	...	...	...	...	...	2	5	...	12	1
28	4	45	36	19	9	2	5	1	...	...	...	...	...	...	5	5	...	13	5
29	4	54	42	25	7	6	1	3	...	...	...	...	...	...	1	13	...	16	3
30	1	37	27	8	9	4	3	3	...	...	...	...	...	...	6	9	...	17	6
31	
32	4	41	30	19	8	3	...	...	...	...	...	...	...	...	1	2	...	6	3
33	4	29	25	11	6	2	4	2	...	...	...	...	...	...	4	7	...	12	4
34	1	53	51	34	5	5	5	2	...	...	...	...	...	...	6	5	...	13	8
35	4	33	27	22	3	2	...	...	...	...	...	...	...	...	First Inspection	...	...	2	0
36	1	79	72	22	11	16	10	12	1	...	...	...	...	...	18	20	...	42	19
37	4	39	35	22	8	2	3	...	...	...	...	...	...	...	First Inspection	...	...	11	1
38	1	54	49	17	6	8	6	7	5	...	...	...	...	...	8	18	1	29	10
39	1	78	65	21	13	11	8	7	5	...	...	...	...	...	16	20	...	39	22
40	4	64	60	28	15	5	4	7	1	...	...	...	...	...	12	10	...	23	12
41	4	52	51	20	10	6	5	8	2	...	...	...	...	...	16	5	...	24	16
1	2	29	25	10	5	4	5	1	...	...	...	...	...	...	2	4	...	12	5
2	1	27	15	6	5	1	2	1	...	...	...	...	...	...	First Inspection	...	...	4	2
3	1	28	22	10	2	4	4	2	...	...	...	...	...	...	5	1	...	11	4
4	1	28	23	11	4	3	3	2	...	...	...	...	...	...	7	3	...	10	7
5	1	39	16	3	1	6	6	...	...	...	...	...	...	...	11	...	...	12	12
6	4	74	68	27	18	9	10	4	...	...	...	...	...	...	9	15	...	31	9
7	1	28	22	12	4	4	2	...	...	...	...	...	...	...	Sch. in abeyance	...	...	6	5
8	1	40	38	30	4	4	...	...	...	...	...	...	...	...	Sch. in abeyance	...	...	4	4
1	1	27	25	2	1	5	4	7	2	2	2	...	...	...	19	3	...	22	19
2	
3	1	27	21	6	8	5	2	...	...	...	...	...	...	...	Sch. in abeyance	...	...	7	7
4	1	41	37	11	8	9	7	2	...	...	...	...	...	...	15	5	...	21	14
5	1	31	28	11	7	3	4	2	1	...	...	...	...	...	4	8	...	13	4
6	1	93	68	18	22	12	6	9	1	...	...	...	...	...	21	10	...	35	24

Name of School.	Class.	Scholars on Roll				Average Attendance			
		during				during			
		4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.	4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.
31. Hardenberg ... (Trap.)	C	102	90	91	88	87	74	81	62
32. Maria Linden (Unaided) ... (do.)	C	...	...	...	...	...	...	...	...
33. Maria Zell ... (do.)	C	107	108	104	107	100	102	96	98
34. Bethlehem ... (Wes.)	C	52	51	46	48	45	43	42	45
35. Malubelube ... (do.)	C	49	47	49	56	45	42	41	35
36. Mount Hargreaves (Sigoga's) (do.)	C	93	85	80	87	76	66	71	77
37. Tswelika ... (do.)	C	61	60	57	58	53	54	50	44
38. Willeary (Unaided) ... (do.)	C	...	...	...	...	...	...	...	...
Total ...	...	1545	1904	1942	1927	1330	1624	1692	1630
MOUNT AYLIFF: Inspector R. Rein.									
1. Gillespie Manse Rev. P. L. Hunter, M.A.	P.F.	6	6	6	7	6	6	6	7
2. Mount Ayliff ... Mrs. Webster	P.F.	16	14	11	12	14	11	9	11
3. Gogela's ... (Eng. Ch.)	C	43	40	40	40	38	27	38	37
4. Betswana ... (Pres.)	C	...	...	...	33	...	...	...	30
5. Elubaleko ... (do.)	C	33	29	21	34	23	18	12	28
6. Emvalweni ... (do.)	C	26	31	42	20	20	30	34	16
7. Gillespie ... (do.)	C	66	63	70	66	55	53	57	53
8. Goxe ... (do.)	C	25	24	23	24	22	22	20	23
9. Brook's Nek ... (Wes.)	C	28	23	31	30	26	21	22	26
10. Edutyini ... (do.)	C	61	55	60	63	54	42	50	50
11. Emzinto ... (do.)	C	81	80	79	85	73	59	66	75
12. Endakeni ... (do.)	C	100	87	102	144	90	84	87	137
13. Engwekazana ... (do.)	C	84	79	75	93	42	71	69	79
14. Lukuni's (Ndzongiseni) ... (do.)	C	40	43	48	55	34	40	46	52
15. Mbumbazi ... (do.)	C	33	20	29	29	30	17	25	25
16. Mwaca ... (do.)	C	27	...	...	25	22	...	...	24
17. Rode ... (do.)	C	134	127	134	154	115	111	96	116
Total ...	...	803	721	771	914	664	612	637	789
MOUNT CURRIE: Inspector R. Rein.									
1. Kokstad ... (A 2)	A 2	102	97	97	107	94	88	84	91
2. Do. ... (R.C.)	A 3	87	78	61	73	76	71	53	67
3. Do. ... (Eng. Ch.)	E	21	...	...	...	17	...	...	...
4. Fair View ... W. W. Pringle	P.F.	7	7	...	6	6	...	...	5
5. Koning's Kroon ... C. J. Greyling	P.F.	...	...	(12)	12	...	...	(11)	11
6. Rooiklip ... S. L. Hornby	P.F.	10	14	14	9	9	13	13	8
7. Mahambehla's ... (Eng. Ch.)	C	49	32	41	43	43	28	30	37
8. Pakkies Location (Melkspruit) (do.)	C	40	44	44	43	34	38	40	40
9. Wansbek ... (do.)	C	27	26	27	27	26	24	26	25
10. Bultfontein ... (Ind.)	C	20	18	...	(18)	15	15	...	(16)
11. Kokstad (Griqua) ... (do.)	C	167	160	171	167	151	118	157	134
12. Krantz Draai ... (do.)	C	33	33	31	24	26	26	24	20
13. Marais Kop ... (do.)	C	...	...	21	20	...	...	17	18
14. New Amalfi ... (do.)	C	36	33	32	33	34	22	25	24
15. Spioen Kop ... (do.)	C	36	40	39	40	32	34	32	36
16. Upper Droevig ... (do.)	C	28	26	30	30	22	22	25	25
17. Egoxe (Blydefontein) ... (Wes.)	C	53	39	43	45	39	34	28	33
18. Kokstad ... (do.)	C	30	42	39	43	22	30	24	32
19. Vogel Vlei ... (do.)	C	57	63	51	47	43	51	38	29
20. Zwartberg ... (do.)	C	47	47	40	36	38	40	34	29
Total ...	...	850	799	781	805	727	660	650	665

Inspection Qr.	On Roll.	Present at Inspection.	Sub-Standards.		Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Pupil Teachers.			Unclassified.	Higher.	Same.	Lower.	Presented.	Passed.
			A.	B.									I.	II.	III.						
31	3	98	96	22	23	19	20	7	5	...	...	...	...	...	...	30	27	...	61	32
32	2	28	26	15	4	3	3	1	First Inspection	7	6	...	7	6
33	2	103	98	37	29	14	16	...	2	...	...	...	...	...	...	23	11	...	38	27
34	2	46	41	13	16	7	3	2	First Inspection	13	6	...	14	10
35	2	50	46	10	14	10	5	7	...	...	...	...	...	...	...	13	6	...	27	18
36	2	84	79	14	23	10	20	9	3	...	...	...	...	...	...	24	9	...	43	30
37	2	57	55	16	26	6	10	5	2	...	...	...	...	...	...	18	6	...	29	19
38	3	28	25	10	9	3	2	1	First Inspection	9	4
1	4	6	6	...	...	2	1	1	1	1	...	...	...	...	...	5	...	...	6	6
2	1	14	14	3	1	3	...	6	1	...	...	...	...	...	...	5	2	...	11	9
3	3	39	35	15	12	4	1	3	...	...	...	...	...	...	...	6	2	...	9	7
4
5	1	28	26	17	5	1	1	2	...	...	...	...	...	...	...	3	2	...	5	3
6	1	22	20	8	4	4	3	1	...	...	...	...	...	...	...	7	1	...	9	8
7	1	63	60	17	15	8	9	4	7	...	...	...	...	...	...	16	4	...	31	26
8	1	24	24	10	5	6	2	1	...	...	...	...	...	...	...	9	1	...	11	9
9	4	27	26	9	5	5	5	2	...	...	...	...	...	...	...	9	4	...	14	10
10	1	55	51	12	18	14	2	5	...	...	...	...	...	...	...	11	14	...	27	16
11	1	76	66	13	12	14	15	12	...	...	...	...	...	...	...	39	5	1	46	40
12	1	73	73	25	13	15	8	8	4	...	...	...	...	...	...	32	4	...	36	32
13	1	71	63	28	16	10	5	4	...	...	...	...	...	...	...	10	13	...	28	12
14	1	35	35	19	7	1	5	3	...	...	...	...	...	...	...	9	4	...	13	9
15	4	29	26	11	5	4	1	5	...	...	...	...	...	...	...	10	...	...	10	10
16	4	27	27	12	9	1	2	3	...	...	...	...	...	...	...	6	...	...	6	6
17	1	102	100	26	23	24	13	11	3	...	...	...	...	...	...	37	12	...	52	39
1	4	103	102	10	6	7	5	16	17	17	9	8	4	...	3	68	5	...	83	77	
2	4	87	85	24	12	11	14	14	10	...	...	...	...	...	...	35	6	...	50	42
3	4	20	12	6	1	1	3	1	...	...	...	...	...	...	...	First Inspection	...	...	6	2
4	4	6	6	...	...	2	1	2	1	...	...	...	...	...	...	Sch. in abeyance	...	...	6	4
5	3	12	12	1	2	2	3	4	...	...	...	...	...	...	...	First Inspection	...	...	10	5
6	4	10	10	...	...	3	4	3	...	...	...	...	...	...	...	7	1	...	10	9
7	4	48	42	22	6	11	2	1	...	...	...	...	...	...	...	9	1	...	14	12
8	1	35	35	22	8	4	1	...	...	...	...	...	...	...	...	2	9	...	11	2
9	2	27	27	5	8	11	3	...	...	...	...	...	...	...	...	13	...	...	14	14
10	3	15	14	4	6	2	2	...	...	...	...	...	...	...	...	First Inspection	...	...	6	3
11	4	166	156	32	20	26	30	34	11	3	...	...	...	...	...	55	28	...	104	67
12	2	31	30	12	6	2	6	4	...	...	...	...	...	...	...	7	6	...	14	7
13	3	17	17	15	2	2	2	0
14	2	30	27	13	7	3	2	1	1	...	...	...	...	...	...	4	3	...	9	4
15	4	36	24	4	11	4	4	1	...	...	...	...	...	...	...	7	5	...	13	7
16	2	29	23	6	8	6	2	1	...	...	...	...	...	...	...	No Record	...	...	13	7
17	4	55	49	13	12	9	5	9	1	...	...	...	...	...	...	15	5	...	26	21
18	4	37	36	13	10	8	1	4	...	...	...	...	...	...	...	6	9	...	19	10
19	2	54	53	25	12	9	6	1	...	...	...	...	...	...	...	4	16	...	24	7
20	2	46	43	9	14	6	11	3	...	...	...	...	...	...	...	7	6	...	24	14

Name of School.	Class.	Scholars on Roll				Average Attendance			
		during				during			
		4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.	4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.
MOUNT FLETCHER : Inspector Hobden.									
1. Mount Fletcher	A 3	15	15	17	17	13	14	14	15
2. Seforong ... P. H. S. Bezuidenhout	P.F.	...	5	5	5	...	5	5	5
3. Khabisong (Kuebung) ... (Eng. Ch.)	C	50	51	49	52	41	39	37	43
4. Mpharane ... (do.)	C	...	...	...	39	...	...	...	34
5. Mangoloaneng ... (Fr. Ev.)	C	53	49	50	57	41	41	41	48
6. Mangolong ... (do.)	C	60	51	54	56	54	45	47	49
7. Mehlooloaneng ... (do.)	C	57	59	63	86	53	55	59	74
8. Paballong ... (do.)	C	135	118	114	110	118	99	96	102
9. Qhobosheaneng ... (do.)	C	...	54	60	63	...	51	55	59
10. Seqhobong ... (do.)	C	53	50	51	50	50	44	45	46
11. Thaba Chicha ... (do.)	C	...	...	...	52	...	...	...	47
12. Dengwane ... (Mor.)	C	53	44	45	53	39	27	33	44
13. Emtumasi ... (do.)	C	47	43	37	44	44	29	30	39
14. Do. (Takasa) ... (do.)	C	34	31	29	32	31	27	27	31
15. Ezincuka ... (do.)	C	113	99	111	119	93	84	94	104
16. Nxotshane ... (do.)	C	49	65	67	70	41	52	57	63
17. Tinana ... (do.)	C	79	74	74	92	70	64	62	84
18. Ulundi ... (do.)	C	26	28	31	31	25	24	25	24
19. Vuvu ... (do.)	C	26	24	23	29	24	21	21	25
20. Mount Fletcher, The Residency (Pres.)	C	31	33	58	56	21	30	50	41
21. Umfanta ... (do.)	C	52	42	42	41	35	30	29	28
22. Bethania ... (Wes.)	C	40	43	50	51	39	38	45	47
23. Fletcherville ... (do.)	C	66	87	89	86	58	76	78	71
24. Ketekete ... (do.)	C	47	34	29	30	40	26	26	28
25. Luzi Drift ... (do.)	C	40	38	34	33	37	24	25	30
26. Mahlake ... (do.)	C	45	40	33	42	40	36	32	38
Total ... ..	...	1171	1176	1215	1396	1007	991	1033	1219
MOUNT FRERE : Inspector Hobden.									
1. Mount Frere	A 3	...	20	13	...	...	16	11	...
2. Do. ... J. Downham	P.F.	...	...	...	8	...	...	...	8
3. Mnyunyana ... (Eng. Ch.)	C	63	60	60	82	51	46	43	62
4. Mnyamana's (St. Ambrose) (do.)	C	60	68	68	60	56	66	55	50
5. Mnyamana's (St. Monica's) (do.)	C	34	36	33	41	30	23	25	27
6. Neome (St. Mark's) ... (do.)	C	58	53	51	59	55	49	43	47
7. Mount Frere (St. George's) (do.)	C	88	84	86	92	63	60	71	70
8. St. Augustine's ... (do.)	C	...	...	29	28	...	...	21	26
9. Cwebeni ... (Mor.)	C	53	46	51	55	44	40	47	53
10. Esinqumeni ... (do.)	C	24	23	20	22	22	18	18	18
11. Lower Mkemani ... (Pres.)	C	89	73	86	98	69	57	71	81
12. Lower Mvenyane ... (do.)	C	53	41	40	57	42	28	27	46
13. Mabobo ... (do.)	C	42	36	36	28	24	20	25	17
14. Mbonda ... (do.)	C	59	51	38	48	46	42	25	37
15. Mount Frere, Griqua ... (do.)	C	36	26	34	31	27	24	31	25
16. Neome ... (do.)	C	70	85	92	58	63	62	76	51
17. Ndawose's ... (do.)	C	21	21	25	34	16	13	20	30
18. Nkungwini ... (do.)	C	52	35	41	43	48	27	34	35
19. Toleni ... (do.)	C	66	64	66	93	48	45	56	72
20. Barkerville ... (S.A.)	C	...	...	...	(37)	...	...	...	(30)
21. Upper Mandileni ... (U.F.C.)	C	29	29	30	29	22	24	25	25
22. Cabane ... (Wes.)	C	39	40	43	44	32	34	36	39
23. Cancele ... (do.)	C	99	74	85	109	89	60	70	97
24. Colana ... (do.)	C	102	113	119	121	86	95	107	112
25. Dangwana ... (do.)	C	58	44	48	53	41	29	40	47

Inspection Qr.	On Roll.	Present at Inspection.	Sub-Standards.		Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Pupil Teachers.			Unclassified.	Higher.	Same.	Lower.	Presented.	Passed.			
			A.	B.									I.	II.	III.									
1	3	18	18	3	1	3	5	3	...	3	...	...	...	...	...	...	...	...	...	No Record	14	7		
2	4	5	5	3	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	First Inspection	2	2		
3	4	49	44	29	13	2	...	...	...	...	...	...	...	...	...	...	...	...	...	First Inspection	6	2		
4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5	4	56	38	12	12	5	5	4	...	...	...	...	...	...	...	...	...	...	...	5	12	...	17	5
6	4	60	59	31	13	6	5	3	1	...	...	...	...	...	...	...	...	...	...	First Inspection	15	14		
7	4	59	57	28	17	9	2	1	...	...	...	...	...	...	...	...	...	...	...	9	2	...	14	12
8	4	136	134	40	38	21	16	14	5	...	...	...	...	...	...	...	...	...	...	35	14	...	64	50
9	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
10	4	54	54	25	7	11	7	4	...	...	...	...	...	...	...	...	...	...	...	15	4	...	26	20
11	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
12	3	52	49	18	14	8	4	5	...	...	...	...	...	...	...	...	...	...	...	9	9	...	23	11
13	4	45	43	7	17	8	7	4	...	...	...	...	...	...	...	...	...	...	...	14	6	...	22	16
14	4	34	34	11	8	6	8	1	...	...	...	...	...	...	...	...	...	...	...	10	5	...	17	11
15	3	120	120	32	18	22	17	17	14	...	...	...	...	...	...	...	...	...	...	46	13	...	73	57
16	4	50	43	16	10	4	6	6	1	...	...	...	...	...	...	...	...	...	...	9	5	...	21	11
17	4	83	83	22	11	17	15	12	6	...	...	...	...	...	...	...	...	...	...	44	1	...	50	49
18	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
19	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
20	3	56	50	23	10	9	6	2	...	...	...	...	...	...	...	...	...	...	...	3	11	...	25	5
21	3	39	38	17	6	11	4	...	...	...	...	...	...	...	...	...	...	...	...	11	7	...	18	11
22	4	42	35	11	8	3	5	6	2	...	...	...	...	...	...	...	...	...	...	10	8	...	18	10
23	4	68	52	8	6	13	4	6	11	4	...	...	...	...	...	...	...	...	...	19	10	...	39	27
24	4	47	42	10	11	9	6	6	...	...	...	...	...	...	...	...	...	...	...	6	9	...	26	6
25	3	33	26	14	5	5	2	...	...	...	...	...	...	...	...	...	...	...	...	3	8	...	11	3
26	3	44	43	14	12	3	14	...	...	...	...	...	...	...	...	...	...	...	...	7	16	...	25	7
1	2	14	13	2	4	3	...	2	2	...	...	...	...	...	...	...	...	...	...	4	1	1	7	5
2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3	1	63	59	17	8	14	7	9	4	...	...	...	...	...	...	...	...	...	...	14	7	...	39	24
4	2	68	67	24	23	9	8	1	2	...	...	...	...	...	...	...	...	...	...	4	15	...	32	11
5	2	32	31	13	6	5	4	3	...	...	...	...	...	...	...	...	...	...	...	No Record	17	4		
6	2	52	51	10	13	14	9	3	2	...	...	...	...	...	...	...	...	...	...	21	3	...	31	27
7	2	87	79	18	11	19	9	10	9	3	...	...	...	...	...	...	...	...	...	22	23	...	58	28
8	2	30	26	18	4	2	2	...	...	...	...	...	...	...	...	...	...	...	...	First Inspection	7	2		
9	2	49	48	19	9	3	6	8	3	...	...	...	...	...	...	...	...	...	...	18	...	...	20	20
10	2	21	20	4	8	5	1	2	...	...	...	...	...	...	...	...	...	...	...	5	2	...	9	5
11	2	87	76	19	23	17	5	10	2	...	...	...	...	...	...	...	...	...	...	24	1	...	37	33
12	2	40	33	12	5	5	9	1	1	...	...	...	...	...	...	...	...	...	...	12	6	...	19	13
13	1	36	28	22	3	2	1	...	...	...	...	...	...	...	...	...	...	...	...	First Inspection	4	2		
14	1	55	34																					

Name of School.	Class.	Scholars on Roll				Average Attendance			
		during				during			
		4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.	4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.
26. Embodleni ... (Wes.)	C	90	91	105	100	72	77	89	81
27. Esihlahleni ... (do.)	C	46	47	61	64	37	39	53	53
28. Gubuzi ... (do.)	C	...	...	...	36	...	...	...	32
29. Lutateni ... (do.)	C	105	71	65	75	80	55	52	63
30. Lwandlana ... (do.)	C	58	48	50	53	46	36	41	45
31. Mabobo Location ... (do.)	C	69	59	63	58	54	48	53	47
32. Mahamane ... (do.)	C	39	40	40	38	55	29	28	34
33. Majuba ... (do.)	C	...	47	90	102	...	44	77	89
34. Mandileni ... (do.)	C	115	112	112	105	88	91	91	98
35. Mhlangala ... (do.)	C	52	53	50	57	38	38	38	42
36. Mhlotsheni ... (do.)	C	...	...	...	51	...	...	...	47
37. Mpemba ... (do.)	C	111	99	68	82	92	80	56	72
38. Mpindweni ... (do.)	C	...	...	...	36	...	...	...	32
39. Mtshazi ... (do.)	C	101	95	97	103	91	84	91	94
40. Mvusi ... (do.)	C	96	90	87	84	75	74	76	70
41. Njinjini ... (do.)	C	30	28	29	26	22	21	23	22
42. Nomkolokoto ... (do.)	C	45	42	45	53	41	38	39	48
43. Nqalweni ... (do.)	C	...	...	...	60	...	...	...	52
44. Ntenetyana ... (do.)	C	105	88	81	74	83	74	73	62
45. Ntlabeni (Mount White) ... (do.)	C	121	116	123	122	93	91	101	100
46. Osborn ... (do.)	C	312	281	293	370	250	235	247	329
47. Osborn Boys' Industrial ... (do.)	C	15	55	(16)	16	14	43	(15)	13
48. Qoqa ... (do.)	C	26	30	30	26	24	27	25	20
49. Qwidlana ... (do.)	C	36	30	32	31	29	25	30	27
50. Umzimvubu (Dabula's) ... (do.)	C	88	76	88	78	76	69	77	65
51. Zihle ... (do.)	C	58	51	50	48	44	38	35	39
Total ...	...	2913	2771	2853	3241	2358	2234	2372	2760

MQANDULI (G.G.): Inspector Tooke.

1. Darabe ... S. J. Sutton	P.F.	9	8	10	10	8	8	9	9
2. Devil's Grip... E. Mitchley	P.F.	5	5	5	6	5	5	5	5
3. Kwaaiman ... (Eng. Ch.)	C	...	...	...	32	...	...	...	25
4. Lower Mgqungqu ... (do.)	C	42	56	61	53	38	46	48	36
5. Mncwasa ... (do.)	C	...	...	...	66	...	...	...	45
6. Ncikazi ... (do.)	C	...	...	...	29	...	...	...	20
7. Ngewancube ... (do.)	C	30	58	114	80	21	54	98	48
8. Upper Mgqungqu ... (do.)	C	(31)	32	43	52	(21)	20	30	47
9. Zanci ... (do.)	C	40	46	65	58	30	36	56	40
10. Lutubeni ... (S.A.G.M.)	C	32	...	...	...	22	...	...	...
11. Mbozisa ... (do.)	C	39	16	31	42	25	11	24	22
12. Mxambuli ... (do.)	C	...	...	44	41	...	...	35	35
13. Wilo ... (do.)	C	34	40	43	45	30	35	35	34
14. Xorana ... (do.)	C	50	48	66	61	40	42	49	43
15. Tyolo ... (Pres.)	C	...	...	...	37	...	...	...	30
16. Jixini ... (U.F.C.)	C	53	41	64	60	42	29	42	49
17. Lower Nqwarra ... (do.)	C	73	63	53	51	63	44	34	36
18. Upper Nqwarra ... (do.)	C	49	50	46	53	28	26	33	35
19. Bacela ... (Wes.)	C	(61)	42	41	45	(35)	30	33	25
20. Cacadu ... (do.)	C	104	60	62	56	58	33	38	36
21. Lwandlana ... (do.)	C	...	38	38	53	...	34	30	49
22. Mqanduli ... (do.)	C	111	98	108	104	85	74	62	79
23. Neanasini ... (do.)	C	68	62	68	68	57	50	55	59
24. Newale ... (do.)	C	...	...	53	54	...	...	47	45
25. Ntsnetu ... (do.)	C	31	29	51	53	28	27	48	48
26. Qokolweni (Wesleyville) ... (do.)	C	184	180	118	121	168	151	97	105
Total ...	...	954	1009	1227	1330	748	781	944	1005

NGQELENI: Inspector Tooke.

1. Ngqeleni ...	A 3	12	13	11	(14)	12	12	9	(11)
2. Buntingville Native Train. Sch. (Wes.)	C 1	12	18	18	15	12	16	17	13
3. Inhlaza, St. Barnabas' ... (Eng. Ch.)	C	29	28	31	29	27	25	29	27

Inspection Qr.	On Roll.	Present at Inspection.	Sub-Standards.		Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Pupil Teachers.			Unclassified.	Higher.	Same.	Lower.	Presented.	Passed.
			A.	B.									I.	II.	III.						
26	2	105	100	40	6	17	8	13	13	3	...	...	...	...	34	8	...	55	42
27	2	63	60	25	14	7	9	2	3	No Record	25	8	
28	
29	2	64	52	9	13	18	8	4	...	...	...	...	...	...	24	3	...	31	28
30	3	51	45	21	8	1	6	5	4	...	...	...	...	...	10	9	...	21	11
31	3	60	45	19	10	8	5	3	...	...	...	...	...	...	9	2	...	17	13
32	4	41	40	33	5	...	2	...	...	...	...	...	...	...	First Inspection	...	...	4	2
33	1	47	39	36	1	2	...	...	...	...	...	...	...	...	First Inspection	...	...	3	0
34	2	114	112	36	23	14	16	14	9	...	...	...	...	...	24	19	...	62	36
35	2	54	43	12	10	9	10	1	1	...	...	...	...	...	6	18	...	26	6
36	
37	1	99	97	28	17	18	16	9	9	...	...	...	...	...	34	17	...	59	35
38	
39	3	100	95	29	7	16	16	18	9	...	...	...	...	...	23	29	...	62	29
40	2	88	87	26	16	11	14	12	5	3	...	...	...	...	22	10	...	49	31
41	2	29	24	13	6	5	...	...	...	...	...	...	...	...	First Inspection	...	...	6	4
42	2	45	41	15	15	8	2	1	...	...	...	...	...	...	No Record	...	...	19	5
43	
44	2	80	73	26	13	6	10	4	14	...	...	...	...	...	13	17	...	36	24
45	2	126	100	27	21	12	10	19	11	...	...	...	...	...	33	21	...	61	42
46	2	289	281	63	34	33	23	39	49	26	14	...	...	...	72	58	...	188	101
47	2	17	16	...	...	1	2	10	2	1	...	...	...	...	First Inspection	...	...	16	2
48	1	31	31	20	6	2	3	...	...	...	...	...	...	...	5	...	...	5	5
49	2	33	32	9	10	6	5	2	...	...	...	...	...	...	No Record	...	...	13	12
50	2	94	88	41	12	6	6	9	14	...	...	...	...	...	26	4	...	35	30
51	2	50	45	23	8	3	5	6	...	...	...	...	...	...	9	7	...	19	10

Name of School.	Class.	Scholars on Roll				Average Attendance			
		during				during			
		4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.	4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.
4. Mconco (U.F.C.)	C	28	30	22	...	20	19	17	...
5. Mdumbi (do.)	C	43	36	30	28	38	31	26	22
6. Buntingville Practising School (Wes.)	C	169	142	168	186	155	124	151	167
7. Corana (do.)	C	67	58	49	66	60	51	37	64
8. Guqaza (do.)	C	...	...	...	22	...	...	...	20
9. Ngqeleni (do.)	C	30	27	35	30	25	25	24	25
10. Old Buntingville (do.)	C	50	35	28	30	35	28	18	16
11. Takata's (do.)	C	39	32	34	41	37	28	29	36
Total		479	419	426	450	421	359	357	392
NQAMAKWE: Inspector McLaren.									
1. Nqamakwe	A 3	10	16	20	16	10	15	19	15
2. Drift Station T. Moriarty	P.F.	5	5	5	5	5	5	5	5
3. Mbiza J. H. Bryant	P.F.	5	...	...	...	5	...	...	...
4. Mtwaku Station W. P. Baisley	P.F.	...	...	...	(5)	...	...	...	(5)
5. Xilinxá A. Gottsch	P.F.	6	5	5	(5)	6	5	5	(5)
6. Blythswood, Native Train. Sch. (U.F.C.)	C 1	105	77	89	82	104	73	88	78
7. Lower Xume (A. Ntshala)	C	46	57	53	46	44	44	50	42
8. Gqogqora (Eng. Ch.)	C	31	31	30	30	27	28	25	23
9. Hebehehana (do.)	C	...	...	...	(41)	...	...	...	(34)
10. Hebehebe (do.)	C	90	95	143	90	73	68	76	112
11. Kotana (do.)	C	127	131	124	125	106	101	98	104
12. Lower Neulu (do.)	C	95	95	98	110	62	61	71	71
13. Mahlubini (do.)	C	53	49	...	40	39	38	...	27
14. Matolweni's (do.)	C	44	45	48	44	39	37	33	39
15. Mtwaku (do.)	C	81	75	67	63	72	72	66	58
16. Ndakana (do.)	C	78	85	98	81	54	66	79	64
17. Ntseshe (do.)	C	152	143	169	133	129	128	136	110
18. Piet Mlandu's (do.)	C	85	77	79	94	65	67	54	69
19. Upper Xume (do.)	C	40	42	45	43	29	30	34	35
20. Xilinxá (do.)	C	104	92	101	93	81	83	70	68
21. Ezolo (Ind.)	C	157	141	139	152	140	124	135	130
22. Blythswood Boys' Industrial (U.F.C.)	C	26	22	22	24	22	20	21	23
23. Do., Girls' Industrial (do.)	C	17	16	17	17	17	16	17	16
24. Do., Practising (do.)	C	292	198	232	212	252	152	187	166
25. Ceguwana (do.)	C	90	82	86	86	54	66	72	61
26. Govan (do.)	C	114	97	104	106	83	86	83	83
27. Lindsay (Xilinxá) (do.)	C	36	40	39	40	29	32	27	30
28. Lower Zolo (do.)	C	98	85	90	68	74	63	68	43
29. Magodla's (do.)	C	64	56	54	51	49	39	41	36
30. Maqutela's (do.)	C	36	32	33	26	23	25	21	17
31. Mpeta's (do.)	C	...	68	76	65	...	67	68	56
32. Neisininde (do.)	C	279	254	249	228	166	185	168	145
33. Ndakana (do.)	C	136	129	132	146	104	106	106	119
34. Nqanculu (do.)	C	45	66	70	50	20	50	55	39
35. Nyidlana (do.)	C	60	69	66	65	39	47	52	42
36. Rwantana (do.)	C	84	81	78	86	70	64	60	60
37. Toboyi (do.)	C	85	79	75	76	71	68	57	61
38. Tsbazibana (do.)	C	41	47	...	73	31	35	...	60
39. Upper Zolo (do.)	C	105	107	100	96	73	81	77	78
40. Dingiswayo's (Wes.)	C	76	77	71	76	68	65	62	61
41. Gqogqora (do.)	C	60	43	44	47	39	34	38	37
42. Gudla's (do.)	C	58	58	55	52	45	47	42	44
43. Hlobo (do.)	C	184	165	155	155	143	144	124	122
44. Jekezi (do.)	C	58	53	48	57	45	46	40	53
45. Macibini (do.)	C	74	67	68	63	52	46	45	43
46. Magodla's (do.)	C	99	92	94	95	88	75	88	74
47. Mankihlane's (do.)	C	43	58	61	60	34	49	47	46
48. Mpahleni's (do.)	C	62	60	62	62	47	54	47	50
49. Mpukane's (do.)	C	111	117	121	115	90	103	106	96
50. Mtshabi's (do.)	C	78	62	83	80	42	46	68	61

Inspection Qr.	On Roll.	Present at Inspection.	Sub-standards.		Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-standard.	Pupil Teachers.			Unclassified.	Higher.	Same.	Lower.	Presented.	Passed.
			A.	B.									I.	II.	III.						
			No Record.																		
4	2	22	13	7	4	1	1	...	...	...	...	...	...	...	...	No Record.	...	...	2	0
5	1	35	32	5	5	5	5	10	2	...	...	...	...	...	...	11	11	...	24	13
6	4	166	162	44	9	11	8	21	27	21	21	...	...	...	...	49	25	...	112	68
7	4	67	52	16	16	6	9	4	1	...	...	...	...	...	...	15	3	...	21	18
8	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
9	4	31	30	9	7	5	2	7	...	...	...	...	...	...	...	6	5	...	18	6
10	1	36	19	5	3	4	5	2	...	...	...	...	...	...	...	3	7	...	11	3
11	1	32	32	19	4	4	3	2	...	...	...	...	...	...	...	5	4	...	9	8
1	2	20	20	4	4	4	1	3	3	1	...	...	...	...	...	6	3	...	15	10
2	2	5	5	...	...	...	...	1	1	...	3	...	...	...	...	4	1	...	5	4
3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5	1	5	5	1	1	2	...	1	...	...	...	...	...	...	...	3	1	...	4	3
6	2	92	91	...	...	...	...	...	...	...	...	...	59	22	10	...	...	Not comparable	...	...
7	2	54	50	15	11	5	8	6	5	...	...	...	...	...	...	15	5	...	25	17
8	2	30	28	13	6	3	1	3	2	...	...	...	...	...	...	7	...	...	9	9
9	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
10	2	88	88	28	20	12	12	7	9	...	...	...	...	...	...	23	23	...	50	31
11	1	123	120	48	18	17	11	12	9	5	...	...	...	...	...	39	8	...	56	48
12	2	98	95	34	18	12	16	11	4	...	...	...	...	...	...	32	11	...	45	32
13	2	43	40	10	2	8	12	3	5	...	...	...	...	...	...	14	10	...	29	18
14	1	45	44	12	10	9	8	5	...	...	...	...	...	...	...	6	21	...	28	7
15	1	76	73	18	17	15	12	7	4	...	...	...	...	...	...	27	11	...	41	28
16	2	98	91	46	14	15	8	6	2	...	...	...	...	...	...	16	9	1	31	21
17	1	147	141	33	30	21	25	7	23	2	...	...	...	...	...	45	25	...	79	59
18	1	78	77	35	7	11	12	12	...	...	...	...	...	...	...	22	9	...	37	26
19	2	49	48	24	11	4	5	1	3	...	...	...	...	...	...	First Inspection	...	...	16	6
20	1	95	89	16	17	11	15	16	14	...	...	...	...	...	...	35	18	...	58	41
21	2	139	136	26	15	28	20	13	15	19	...	...	...	...	...	79	4	...	96	90
22	2	22	22	...	...	...	8	10	2	...	...	...	...	...	...	...	1	...	20	7
23	4	19	16	...	...	...	...	7	3	6	...	...	...	...	...	6	3	...	16	6
24	4	276	258	9	14	14	29	17	38	92	45	...	...	...	...	61	24	...	237	137
25	2	87	79	23	11	12	13	10	10	...	...	...	...	...	...	32	12	...	46	32
26	1	102	98	15	15	10	14	16	12	16	...	...	...	...	...	48	10	...	71	53
27	1	36	31	15	4	5	5	1	1	...	...	...	...	...	...	6	3	...	13	7
28	2	88	84	22	24	8	10	12	8	...	...	...	...	...	...	29	7	...	38	33
29	2	57	55	24	13	7	4	2	5	...	...	...	...	...	...	13	7	...	21	16
30	1	34	31	13	4	5	4	4	1	...	...	...	...	...	...	9	7	...	16	9
31	1	73	71	19	23	11	5	6	7	...	...	...	...	...	...	23	4	1	31	23
32	1	254	244	57																	

Name of School.	Class.	Scholars on Roll				Average Attendance			
		during				during			
		4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.	4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.
51. Newana's ...	(Wes.) C	170	155	162	152	114	101	126	98
52. Ndongdo (Mahlubini) ...	(do.) C	117	114	122	136	87	94	111	103
53. Nobanda's ...	(do.) C	86	89	75	78	74	79	62	60
54. Nomaheya ...	(do.) C	81	82	86	90	64	69	64	68
55. Nqamakwe ...	(do.) C	78	74	68	67	59	60	50	58
56. Sihlabeni ...	(do.) C	55	52	47	54	36	46	36	42
57. Tyinira ...	(do.) C	134	123	124	118	98	100	100	98
58. Umgewe ...	(do.) C	114	114	113	107	91	96	83	79
59. Upper Gqogqora ...	(do.) C	67	56	65	63	44	45	49	41
60. Xume ...	(do.) C	51	48	49	50	40	42	43	43
Total ...	...	4778	4543	4556	4592	3667	3688	3655	3562
NTABANKULU : Inspector Hobden.									
1. Ntabankulu ...	A 3	13	13	10	11	12	9	7	9
2. Ludeke ...	(Eng. Ch.) C	...	...	27	32	...	...	24	29
3. Upper Mnceba ...	(do.) C	...	...	(28)	20	...	...	(22)	16
4. Lower Mnceba ...	(U.F.C.) C	...	30	35	25	...	26	27	19
5. Buwa ...	(Wes.) C	47	33	45	40	40	27	39	33
6. Caba ...	(do.) C	67	65	54	51	55	49	45	43
7. Cacadu ...	(do.) C	43	38	47	52	36	31	41	44
8. Dumsi ...	(do.) C	38	34	32	31	29	26	24	24
9. Isilindini ...	(do.) C	...	51	51	53	...	36	39	43
10. Lower Mnceba ...	(do.) C	45	...	...	...	37	...	...	...
11. Mjila's Ridge ...	(do.) C	51	44	44	38	40	33	30	29
12. Mnceba ...	(do.) C	105	93	93	88	80	76	72	69
13. Mnxekazi ...	(do.) C	33	32	34	34	28	27	31	29
14. Ntabankulu ...	(do.) C	55	52	50	45	51	41	41	43
15. Tolweni ...	(do.) C	70	66	60	67	56	49	47	54
Total ...	...	567	551	582	586	464	430	467	484
PORT ST. JOHN'S : Inspector Tooke.									
1. Port St. John's ...	A 2	28	27	23	26	27	26	21	25
2. Itombo ...	(Wes.) C	33	27	33	31	16	21	29	29
3. Nomandi ...	(do.) C	...	...	...	38	...	...	...	26
Total ...	...	61	54	56	95	43	47	50	80
QUMBU (G.G.) : Inspector Hobden.									
1. Qumbu ...	A 3	24	25	28	26	19	22	24	22
2. Shawbury, Nat. Train. Sch., Girls' (Wes.)	C 1	(38)	32	40	34	(37)	29	39	30
3. Lower Roza ...	(Eng. Ch.) C	90	59	61	77	60	42	41	57
4. Lower Tyira ...	(do.) C	39	37	33	43	28	24	20	34
5. Neoti ...	(do.) C	49	36	37	36	29	24	24	26
6. Nqayi ...	(do.) C	57	51	54	50	44	36	43	36
7. Ngxakolo ...	(do.) C	43	32	30	16	29	23	24	10
8. Qanqu ...	(do.) C	106	83	97	94	73	56	61	71
9. Tsilitwa's ...	(do.) C	35	49	54	56	27	39	37	46
10. Upper Tyira ...	(do.) C	17	17	...	30	12	12	...	22
11. Balasi ...	(Pres.) C	100	41	49	58	60	39	35	46
12. Botsabelo ...	(do.) C	70	75	96	96	55	53	71	69
13. Cokomfeni ...	(do.) C	39	42	43	45	29	27	30	32
14. Emjikweni ...	(do.) C	44	43	52	57	34	37	43	51
15. Enkonkweni ...	(do.) C	...	...	39	50	...	...	31	39
16. Etwa ...	(do.) C	65	63	63	59	46	47	44	46
17. Gqunkunqa ...	(do.) C	...	...	40	33	...	...	32	24
18. Kohlopong ...	(do.) C	68	63	68	65	60	58	63	60
19. Kutusi ...	(do.) C	53	55	53	53	46	50	48	48
20. Lower Nxaxa ...	(do.) C	63	77	78	87	56	68	70	81
21. Meting ...	(do.) C	37	37	42	38	27	25	29	28
22. Ngcolokeni ...	(do.) C	33	27	31	43	27	23	26	37

Inspection Qr.	On Roll.	Present at Inspection.	Sub-Standards.		Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Pupil Teachers.			Unclassified.	Higher.	Same.	Lower.	Presented.	Passed.
			A.	B.									I.	II.	III.						
			1904.	1905.									1904.	1905.	1904.						
51	2	167	162	36	28	21	39	11	12	15	...	...	...	...	...	47	44	...	114	56
52	2	123	121	19	21	10	21	16	18	16	...	...	...	...	...	41	20	...	84	65
53	1	89	81	22	20	8	9	17	5	...	...	...	...	...	...	19	16	...	41	22
54	1	84	82	29	13	9	9	13	9	...	...	...	...	...	...	22	7	1	42	31
55	1	74	66	23	18	9	9	5	2	...	...	...	...	...	...	13	5	...	26	20
56	1	57	53	23	8	7	5	7	3	...	...	...	...	...	...	17	4	...	22	17
57	2	121	118	32	12	18	18	17	16	5	...	...	...	...	...	59	13	1	76	63
58	1	114	111	39	18	10	15	15	6	8	...	...	...	...	...	48	1	1	54	51
59	2	67	60	24	7	10	8	8	3	...	...	...	...	...	...	24	5	...	31	24
60	2	49	48	10	7	9	8	7	7	...	...	...	...	...	...	17	9	...	31	24
1	1	10	10	...	1	1	4	4	...	...	...	...	...	...	...	No Record	...	...	10	5
2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4	1	30	29	16	3	4	2	4	...	...	...	...	...	...	...	Sch. in abeyance	...	...	11	4
5	1	35	31	4	7	3	7	7	3	...	...	...	...	...	...	16	2	...	20	16
6	1	63	52	21	7	5	11	6	2	...	...	...	...	...	...	19	5	...	27	21
7	1	38	28	17	3	1	3	4	...	...	...	...	...	...	...	4	6	...	11	4
8	1	34	30	9	7	7	4	3	...	...	...	...	...	...	...	6	3	...	16	11
9	1	50	44	19	9	12	4	...	...	...	...	...	...	...	...	First Inspection	...	...	24	10
10	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
11	1	47	35	21	7	5	2	...	...	...	...	...	...	...	...	2	2	...	9	4
12	1	96	83	26	15	11	12	11	8	...	...	...	...	...	...	18	23	...	51	27
13	1	31	29	16	6	7	...	...	...	...	...	...	...	...	...	7	...	...	7	7
14	1	54	41	20	5	9	3	4	...	...	...	...	...	...	...	13	...	...	17	14
15	1	70	69	25	13	9	10	8	4	...	...	...	...	...	...	11	19	...	38	14
1	4	29	29	...	...	3	5	8	8	3	2	...	...	...	...	18	3	...	29	24
2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1	2	28	28	5	4	5	6	3	4	1	...	...	...	...	...	17	1	...	20	19
2	2	41	41	...	...	...	...	...	...	...	...	...	...	...	...	25	12	4	...	...
3	3	68	68	21	20	7	5	10	5	...	...	...	...	...	...	9	15	...	44	14
4	3	43	36	17	7	8	3	1	...	...	...	...	...	...	...	7	8	...	18	9
5	3	37	35	15	10	6	2	2	...	...	...	...	...	...	...	3	5	...	11	3
6	2	54	48	14	14	10	8	1	1	...	...	...	...	...	...	10	7	...	23	13
7	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
8	3	95	90	36	23	4	14	8	4	1	...	...	...	...	...	18	23	1	45	20
9	3	62	56	27	12	5	6	6	...	...	...	...	...	...	...	4	8	...	21	9
10	3	31	27	21	4	2	...	...	...	...	...	...	...	...	...	...	3	...	5	0
11	3	59	52	18	9	7	5	4	9	...	...	...	...	...	...	6	10	...	30	16
12	1	80	74	45	10	3	5	11	...	...	...	...	...	...	...	5	16	...	25	8
13	1	44	36	34	2	...	...	...	...	...	...	...	...	...	...	Sch. in abeyance	...	...	2	0
14	3	59	50	15	10	9	6	6	4	...	...	...	...	...	...	23	1	...	25	24
15	2	41	38	37	...	...	...	...	...	...	...	...	...	...	...	First Inspection	...	...	1	1
16	3	65	49	34	10																

Name of School.	Class.	Scholars on Roll				Average Attendance			
		during				during			
		4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.	4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.
23. Nxotwe ... (Pres.) C	...	48	51	46	...	39	40	35	
24. Sulenkama ... (do.) C	...	66	61	70	43	46	53	79	
25. Tintwa ... (do.) C	...	49	33	42	39	27	35	42	
26. Upper Culunca ... (do.) C	...	62	60	63	45	45	44	56	
27. Upper Nxaxa ... (do.) C	...	32	30	28	25	24	22	21	
28. Caba... (Wes.) C	...	49	47	45	38	37	32	38	
29. Egqwesa ... (do.) C	...	51	55	55	33	40	41	45	
30. Enyanisweni (Encoti) ... (do.) C	...	71	57	90	48	42	58	60	
31. Gqunu ... (do.) C	47	...	...	...	37	
32. Gura... (do.) C	...	76	60	61	60	33	44	60	
33. Laleni ... (do.) C	...	73	71	73	59	53	66	77	
34. Lotana ... (do.) C	...	74	61	62	63	49	55	69	
35. Lower Culunca ... (do.) C	...	167	168	172	153	152	160	180	
36. Mahlunqulu ... (do.) C	...	105	72	78	75	55	64	80	
37. Mdabukweni ... (do.) C	...	36	33	39	22	24	30	29	
38. Mhlangwe ... (do.) C	59	...	...	...	43	
39. Ngwemnyama ... (do.) C	...	42	28	38	28	19	29	59	
40. Shawbury, Boys' ... (do.) C	51	65	...	49	56	46	
41. Do., Girls' ... (do.) C	141	158	...	124	139	117	
42. Do., Practising ... (do.) C	...	(244)	...	...	(216)	...	...	...
43. Tyira ... (do.) C	...	74	66	71	50	55	61	89	
44. Upper Roza... (do.) C	...	(41)	34	(27)	(30)	22	(23)	32	
Total	2059	2120	2349	1542	1669	1864	2209	
ST. MARK'S: Inspector Hagen.									
1. Cofimvaba ... A 3	...	22	18	17	20	16	15	11	
2. St. Mark's ... A 3	...	19	23	26	18	23	25	31	
3. Ncora ... C. A. Baehr P.F.	...	7	7	7	7	7	7	5	
4. Ncuncuze (Pine Grove) ... R. U. Lloyd P.F.	...	5	5	4	5	5	4	4	
5. Southeyville ... A. E. Boyce P.F.	...	9	10	10	8	9	8	7	
6. Ntlonze ... (W. Tyokwana) C	...	36	49	81	22	41	57	40	
7. Banzi (Unaided) ... (Eng. Ch.) C	
8. Cofimvaba ... (do.) C	...	73	63	56	52	42	37	41	
9. Hoita ... (do.) C	...	35	48	54	27	37	49	46	
10. Matoleanyile ... (do.) C	43	51	...	36	41	39	
11. Meumngco ... (do.) C	...	43	42	45	39	31	31	33	
12. Mtonjeni ... (do.) C	...	24	...	...	15	...	...	...
13. Ngagca ... (do.) C	...	30	26	41	22	18	33	28	
14. Nomadamba ... (do.) C	...	44	44	48	25	28	33	33	
15. Ntshingeni ... (do.) C	...	92	83	75	70	60	60	55	
16. St. Mark's ... (do.) C	192	189	...	140	143	128	
17. Do., Boys' ... (do.) C	...	63	...	...	44	...	...	...
18. Do., Girls' ... (do.) C	...	107	...	...	67	...	...	...
19. Tafeni ... (do.) C	...	47	53	60	31	41	48	42	
20. Hoyle ... (Ind.) C	...	59	56	57	44	43	51	34	
21. Gungubele's... (U.F.C.) C	...	32	34	39	22	26	27	21	
22. Lower Ncora ... (do.) C	...	52	44	44	31	26	29	29	
23. Main... (do.) C	...	104	91	94	72	68	69	71	
24. Ncora Flats (Koning's) ... (do.) C	...	55	45	65	26	23	46	49	
25. Ndlunkulu ... (do.) C	...	36	30	36	28	23	31	36	
26. Qitsi (Smithvale) ... (do.) C	...	48	49	50	33	39	42	31	
27. Isikoba ... (Wes.) C	...	68	63	60	42	45	46	47	
28. Makwababa ... (do.) C	...	43	39	55	33	30	41	34	
29. Matafeni ... (do.) C	...	65	50	...	39	36	...	...
30. Ncora ... (do.) C	...	73	49	66	50	28	47	51	
31. Ngqwaru ... (do.) C	...	99	79	83	80	67	72	72	
32. Nququ ... (do.) C	...	42	40	61	33	30	47	38	
33. Qamata ... (do.) C	...	31	...	40	16	...	36	33	
34. Qumancu ... (do.) C	...	65	69	84	50	58	70	68	
35. Southeyville ... (do.) C	...	79	75	85	63	72	68	78	
36. Wodehouse Forests ... (do.) C	...	101	109	100	75	83	76	87	
Total	1708	1628	1783	1209	1231	1389	1322	

Inspection Qr.	On Roll.	Present at Inspection.	Sub-Standards.		Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Pupil Teachers.			Unclassified.	Higher.	Same.	Lower.	Presented.	Passed.			
			A.	B.									I.	II.	III.									
23	2	49	45	33	5	4	2	1	...	...	...	...	...	...	...	...	...	...	...	First Inspection	7	5	
24	2	70	62	27	12	5	7	5	6	...	...	...	...	...	...	...	...	...	...	8	12	24	17
25	3	56	53	34	10	7	1	1	...	...	...	...	...	...	...	...	...	...	...	7	2	10	7
26	3	66	62	29	7	11	7	8	...	...	...	...	...	...	...	...	...	...	...	19	3	28	24
27	3	26	21	5	4	5	6	1	...	...	...	...	...	...	...	...	...	...	...	7	4	12	8
28	3	46	46	26	3	6	6	5	...	...	...	...	...	...	...	...	...	...	...	9	1	17	16
29	3	56	54	14	13	4	14	5	4	...	...	...	...	...	...	...	...	...	...	18	7	30	22
30	3	87	56	19	10	14	5	4	4	...	...	...	...	...	...	...	...	...	...	2	15	31	7
31	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	8	8	21	9
32	3	72	62	32	16	5	5	1	3	...	...	...	...	...	...	...	...	...	...	8	8	21	9
33	3	89	85	29	10	12	11	10	13	...	...	...	...	...	...	...	...	...	...	31	11	48	36
34	3	75	72	25	19	8	10	9	1	...	...	...	...	...	...	...	...	...	...	19	13	33	19
35	3	194	193	41	15	27	7	32	32	39	...	...	...	...	...	...	...	...	...	73	23	142	117
36	3	92	79	25	16	14	7	8	9	...	...	...	...	...	...	...	...	...	...	19	16	44	22
37	3	39	21	17	2	1	1	3	...	3	0
38
39	3	83	58	47	2	5	4	No Record
40
41
42	4	243	233	26	29	14	20	23	44	44	33	...	...	...	...	...	...	...	...	58	43	191	99
43	3	80	66	15	12	18	6	15	...	...	...	...	...	...	...	...	...	...	...	24	18	45	26
44	3	39	36	23	6	3	2	2	11	...	13	0
1	2	18	18	5	...	4	3	3	1	2	...	...	...	...	...	...	...	...	...	4	6	13	6
2	2	26	26	4	1	4	4	3	4	3	2	1	...	...	...	...	...	...	...	7	5	22	13
3	3	7	7	...	2	...	...	1	1	3	...	...	...	...	...	...	...	...	...	2	4	6	2
4	2	4	4	1	...	1	...	1	...	1	...	...	...	...	...	...	...	...	...	1	2	3	0
5	2	10	10	3	1	2	2	1	1	...	...	...	...	...	...	...	...	...	...	6	...	6	6
6	2	40	37	36	...	1	1	1	2	0
7	2	22	20	14	3	3	No Inspection, '04	4	0
8	2	55	52	21	8	10	10	1	2	...	...	...	...	...	...	...	...	...	...	13	14	29	14
9	2	57	55	22	6	7	9	9	1	...	...	...	...	...	...	...	...	...	...	6	7	27	12
10	3	49	47	27	6	4	7	3	First Inspection	19	4
11	2	43	40	22	7	7	3	1	...	...	...	...	...	...	...	...	...	...	...	5	9	15	5
12
13	3	42	36	23	5	2	2	4	...	...	...	...	...	...	...	...	...	...	...	3	8	12	5
14	3	49	34	16	7	4	6	1	...	...	...	...	...	...	...	...	...	...	...	2	13	16	2
15	2	76	76	30	12	12	14	6	2	...	...	...	...	...	...	...	...	...	...	7	30	41	8
16	2	192	177	74	25	31	14	19	10	3	...	...	...	...	...	...	...	...	...	32	43	95	40
17
18
19	2	60	55	25	10	13	3	3	1	...	...	...	...	...	...	...	...	...	...	4	11	27	7
20	2	58	56	27	13	7	6	2	1	...	...	...	...	...	...	...	...	...	...	6	10	26	8
21	3	36	29	18	7	2	2	...	...	...	...	...	...	...	...	...	...	...	...	2	4	7	3
22	3	39	39	22	5	5	5	2	...	...	...	...	...	...	...	...	...	...	...	5	6	13	5
23	3	96	88	31	18	11	8	3	15	2	...	...	...	...	...	...	...	...	...	19	10	43	24
24	3	49	49	31	9	3	4	2	4	...	14	2
25	3	47	35	20	9	4	2	...	...	...	...	...	...	...	...	...	...	...	...	4	3	9	4
26	3	51	30	16	5	2	3	4	...	...	...	...	...	...	...	...	...	...	...	4	7	13	4
27	2	55	55	32	5	7	7	3	1	...	...	...	...	...	...	...	...	...	...	7	4	20	8
28	3	52	50	23	8	8	11	...	...	...											

Name of School.	Class.	Scholars on Roll				Average Attendance			
		during				during			
		4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.	4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.
TSOLO (G.G.): Inspector Tooke.									
1. Tsolo	A 3	...	21	20	23	...	19	19	21
2. Mjika	R. Goff P.F.	...	...	(11)	10	...	...	(10)	9
3. Nqadu	T. F. Dreyer P.F.	8	7	7	7	7	7	5	5
4. Ceka Forest... ..	Poor	21	24	27	32	19	23	21	30
5. Elunyaweni	(Eng. Ch.) C	...	...	...	37	...	...	...	26
6. Gqagqala	(do.) C	67	65	62	54	50	54	39	40
7. Gqogqora	(do.) C	51	42	43	52	45	31	33	46
8. Lower Goqwana	(do.) C	48	46	54	54	43	40	39	47
9. Lower Umjika	(do.) C	66	62	67	62	60	53	60	58
10. Mbidlana	(do.) C	39	38	43	40	34	34	38	35
11. Mbokotwana	(do.) C	111	80	90	103	93	69	81	100
12. Mhlahlane	(do.) C	28	27	28	32	23	23	23	26
13. Mhlakulu	(do.) C	32	44	47	46	27	27	31	35
14. Ncembu	(do.) C	52	56	62	54	42	49	49	39
15. Ncolosi (St. Cuthbert's)	(do.) C	175	177	178	196	153	155	164	178
16. Ngqokwe	(do.) C	...	...	36	20	...	...	20	11
17. Nomhala	(do.) C	...	...	...	75	...	...	...	55
18. Nozionqwana	(do.) C	45	38	42	48	30	22	31	40
19. Nqadu	(do.) C	59	60	59	78	35	38	46	56
20. Ranuka's (Jenca)	(do.) C	32	26	25	25	18	19	18	18
21. St. Augustine's	(do.) C	54	48	59	61	48	36	47	45
22. Siqungqini	(do.) C	63	45	54	49	50	37	46	40
23. Tshigo	(do.) C	64	55	55	49	41	34	42	39
24. Upper Ngxaza	(do.) C	57	58	47	43	46	27	30	34
25. Upper Umjika	(do.) C	73	68	80	81	53	50	61	70
26. Xabane	(do.) C	31	42	54	54	19	31	48	50
27. Cingco	(U.F.C.) C	59	48	57	55	44	41	49	46
28. Emhlabati	(do.) C	69	65	66	66	55	56	58	60
29. Egoqwana	(do.) C	36	38	53	53	28	31	45	40
30. Esidwadweni	(do.) C	90	79	82	82	73	65	69	66
31. Lower Esinxaku	(do.) C	55	57	64	60	46	40	56	64
32. Magutywa	(do.) C	41	74	73	69	32	67	61	50
33. Malepelepe	(do.) C	25	41	73	(77)	17	20	55	(70)
34. Mqokolweni	(do.) C	106	100	93	105	85	70	86	94
35. Ncembu	(do.) C	55	58	56	45	43	51	47	35
36. Ngcele	(do.) C	37	...	35	48	18	...	21	30
37. Qanda	(do.) C	58	...	48	57	33	...	41	46
38. Qelana	(do.) C	35	48	50	54	26	37	39	47
39. Somerville	(do.) C	56	...	66	62	50	...	63	56
40. Tsolo, The Residency	(do.) C	32	...	58	44	24	...	46	36
41. Etyeni	(Wes.) C	94	77	71	71	67	61	53	56
42. Gungululu	(do.) C	60	53	59	70	43	33	56	57
43. Matyeba	(do.) C	68	81	92	88	47	54	59	60
44. Mhlakulu	(do.) C	19	31	34	32	8	21	30	28
45. Ncambele	(do.) C	96	93	104	108	74	66	84	79
46. Ntibane	(do.) C	30	26	32	36	24	21	26	26
47. Nzebe	(do.) C	46	34	32	29	36	24	27	25
48. Qolombana	(do.) C	65	88	91	81	37	55	61	54
49. Upper Esinxaku	(do.) C	72	73	74	84	54	52	55	63
Total ... ..	...	2480	2473	2702	2793	1900	1865	2178	2271

TSOMO (G.G.): Inspector McLaren.

1. Mbulukweza	E. S. Hulbert P.F.	7	6	6	6	6	6	5	6
2. Ntsito Trading Station	S. B. Whitfield P.F.	5	...	...	...	4	...	...	...
3. Tsomo	W. Hogg P.F.	14	15	14	16	12	13	13	14
4. Caba	(Eng. Ch.) C	167	156	162	162	140	128	126	154
5. Hange	(do.) C	127	119	121	123	116	100	95	110
6. Kuze (St. Dunstan)	(do.) C	70	60	57	65	48	43	45	47
7. Lower Qutsa	(do.) C	20	56	51	48	20	39	37	39
8. Mbulu Hill	(do.) C	42	41	44	40	34	36	38	31
9. Mbulukweza	(do.) C	48	47	44	43	37	32	32	34

Inspection Qr.	On Roll.	Present at Inspection.	Sub-Standards.		Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Pupil Teachers.			Unclassified.	Higher.	Same.	Lower.	Presented.	Passed.
			A.	B.									I.	II.	III.						
1	2	20	20	2	6	2	2	5	2	1	...	...	...	...	...	3	5	...	12	5	
2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3	3	7	7	...	1	5	1	...	...	...	...	...	...	...	...	3	1	...	7	4	
4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5	3	39	37	31	3	2	1	...	...	...	...	...	...	...	...	...	...	...	...	6	2
6	3	54	53	22	10	5	12	3	1	...	...	...	...	...	...	...	...	...	...	8	11
7	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
8	2	48	37	10	9	4	6	6	2	...	...	...	...	...	...	...	...	...	...	...	...
9	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
10	3	40	40	14	4	6	8	4	4	...	...	...	...	...	...	...	...	...	...	17	3
11	2	93	90	43	6	16	13	5	7	...	...	...	...	...	...	...	...	...	...	19	11
12	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
13	2	47	38	14	4	7	7	4	2	...	...	...	...	...	...	...	...	...	...	3	9
14	3	56	40	19	6	5	7	1	2	...	...	...	...	...	...	...	...	...	...	8	6
15	2	187	185	45	19	12	26	24	29	20	10	...	...	...	...	64	17	...	125	98	
16	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
17	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
18	3	47	38	24	4	4	4	2	...	...	...	...	...	...	...	...	...	...	...	...	...
19	3	78	76	37	14	9	9	7	...	...	...	...	...	...	...	...	...	...	...	8	10
20	3	26	20	11	7	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
21	3	57	52	22	10	6	8	6	6	...	...	...	...	...	...	...	...	...	...	...	...
22	3	47	44	13	8	10	6	3	4	...	...	...	...	...	...	...	...	...	...	17	4
23	2	55	45	23	12	2	5	3	...	...	...	...	...	...	...	...	...	...	...	1	7
24	3	43	41	16	12	4	5	4	...	...	...	...	...	...	...	...	...	...	...	7	9
25	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
26	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
27	2	57	57	15	8	12	13	7	2	...	...	...	...	...	...	...	...	...	...	...	...
28	2	67	60	27	17	9	2	4	1	...	...	...	...	...	...	...	...	...	...	...	...
29	2	53	50	16	10	10	3	6	5	...	...	...	...	...	...	...	...	...	...	...	...
30	2	84	78	19	13	10	16	10	10	...	...	...	...	...	...	...	...	...	...	31	12
31	3	70	68	29	17	14	5	1	2	...	...	...	...	...	...	...	...	...	...	15	2
32	3	69	57	35	14	5	3	...	...	...	...	...	...	...	...	...	...	...	...	6	3
33	3	69	66	49	6	5	4	2	...	...	...	...	...	...	...	...	...	...	...	5	8
34	3	102	100	39	23	23	9	6	...	...	...	...	...	...	...	...	...	...	...	30	7
35	3	45	41	18	5	7	8	2	1	...	...	...	...	...	...	...	...	...	...	5	9
36	3	48	43	27	7	5	3	1	...	...	...	...	...	...	...	...	...	...	...	6	8
37	2	53	46	24	7	5	4	6	...	...	...	...	...	...	...	...	...	...	...	6	10
38	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
39	3	65	64	21	11	9	12	6	5	...	...	...	...	...	...	...	...	...	...	17	11
40	2	60	55	29	11	8															

Name of School.	Class.	Scholars on Roll				Average Attendance			
		during				during			
		4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.	4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.
10. Mfula ... (Eng. Ch.)	C	106	93	88	81	82	82	66	68
11. Mgxobozweni ... (do.)	C	42	44	45	46	35	36	40	39
12. Mkwinti ... (do.)	C	70	62	62	68	55	52	53	58
13. Neoncolora ... (do.)	C	99	92	87	91	78	73	71	77
14. Ngonyoma ... (do.)	C	60	67	70	81	51	57	59	75
15. Ngudle's ... (do.)	C	58	54	53	53	47	46	45	44
16. Nqolosa ... (do.)	C	62	66	63	66	46	55	51	54
17. Tsojana ... (do.)	C	89	88	110	111	71	76	96	94
18. Upper Qutsa ... (do.)	C	66	62	60	66	37	45	46	47
19. Upper Xolobe ... (do.)	C	78	64	69	68	51	35	41	30
20. Cibala ... (U.F.C.)	C	72	70	64	68	62	56	50	53
21. Esigubudwini ... (do.)	C	156	143	143	147	142	129	132	137
22. Lutuli ... (do.)	C	141	133	136	129	120	117	122	113
23. Mbaxa ... (do.)	C	81	81	82	91	63	62	65	73
24. Mbulu (Paterson) ... (do.)	C	131	120	111	111	99	97	91	102
25. Middle Xolobe ... (do.)	C	74	81	68	64	69	72	60	56
26. Qwiliqwili ... (do.)	C	49	42	40	35	45	33	30	27
27. Upper Nqolosa ... (do.)	C	25	36	41	37	18	23	29	31
28. Bolana's ... (Wes.)	G	23	21	...	...	15	15	...	...
29. Intsito ... (do.)	C	75	75	78	88	53	47	59	69
30. Lumani's ... (do.)	C	76	68	57	58	55	50	48	51
31. Mlonleni's ... (do.)	C	53	50	61	61	38	38	47	50
32. Mtyamde ... (do.)	C	49	45	52	48	40	38	41	43
33. Tshangana's ... (do.)	C	89	72	64	75	64	55	52	61
34. Tsojana (Mhluzi's) ... (do.)	C	91	84	97	95	74	73	84	85
35. Tsomo ... (do.)	C	187	182	181	191	161	152	162	170
36. Tsume's ... (do.)	C	65	54	53	54	53	45	45	49
Total ...	...	2667	2549	2532	2587	2141	2056	2076	2191
UMTATA (G.G.) : Inspector Tooke.									
1. Umtata, Boys' ...	A 1	...	...	89	82	...	...	78	74
2. Do. ...	A 2	86	84	...	...	80	79	...	...
3. Buwa ... J. A. Picken	P.F.	5	5	...	...	5	5	...	...
4. Neise Trading Station ... J. H. Bouwer	P.F.	...	...	...	11	...	...	...	11
5. Qweqwe ... F. Faber	P.F.	13	10	11	...	11	9	9	...
6. Egerton ...	Poor	26	22	22	...	20	18	18	...
7. Roodeheувel ...	Poor	35	33	36	29	20	27	31	24
8. Umtata, Native Training Sch. (Eng. Ch.)	C 1	29	25	27	23	27	23	25	22
9. Centuli ... (Eng. Ch.)	C	65	49	49	43	40	44	45	39
10. Esikobeni ... (do.)	C	100	93	97	90	89	79	95	79
11. Gceguwana (Mtentu) ... (do.)	C	...	72	55	51	...	57	46	35
12. Nqencu ... (do.)	C	...	...	...	34	...	...	...	26
13. Springvale ... (do.)	C	77	64	79	75	48	52	71	64
14. Umtata Practising School (do.)	C	154	139	152	158	132	117	129	141
15. Umtentu ... (do.)	C	...	...	65	78	...	...	59	66
16. Upper Tabase ... (do.)	C	70	68	67	56	56	49	46	44
17. Upper Xongora ... (do.)	C	...	...	...	44	...	...	...	37
18. Xwili ... (do.)	C	60	46	52	45	49	35	37	31
19. Baziya ... (Mor.)	C	118	123	128	133	105	115	120	119
20. Makaula ... (do.)	C	36	37	36	42	31	32	30	37
21. Mbolompo ... (do.)	C	69	66	63	57	49	53	47	41
22. Mputi ... (do.)	C	65	69	63	66	53	50	52	49
23. Ngqunge ... (do.)	C	105	85	70	71	98	75	56	57
24. Ntlukuhla ... (do.)	C	57	50	49	45	46	44	44	38
25. Sixuyula ... (do.)	C	43	44	50	49	34	39	44	45
26. Tabase ... (do.)	C	74	88	90	89	56	80	84	84
27. Bedford ... (R.C.)	C	77	79	85	84	77	78	84	82
28. Mpafana ... (U.F.C.)	C	...	...	48	52	...	...	45	38
29. Mpeko ... (do.)	C	119	90	83	77	82	64	62	51
30. Neise (Ross) ... (do.)	C	134	97	88	100	76	63	62	71
31. Qunu ... (do.)	C	79	69	61	50	59	54	44	37

Inspection Qr.	On Roll.	Present at Inspection.	Sub-Standards.		Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Pupil Teachers.			Unclassified.	Higher.	Same.	Lower.	Presented.	Passed.
			A.	B.									I.	II.	III.						
10	3	86	85	21	14	13	10	10	7	...	...	...	...	...	26	12	...	51	37
11	3	45	44	17	8	7	6	5	1	...	...	...	...	...	5	13	...	25	7
12	3	67	65	23	7	11	13	8	3	...	...	...	...	...	15	15	2	38	15
13	3	92	87	36	15	9	9	7	7	4	...	...	...	...	28	6	...	38	29
14	3	79	72	34	16	6	8	6	2	...	...	...	...	...	14	5	...	26	17
15	3	54	54	14	9	15	8	5	3	...	...	...	...	...	16	11	...	32	21
16	3	67	65	21	11	16	10	...	7	...	...	...	...	...	20	10	...	35	23
17	3	106	106	41	12	18	24	8	3	...	...	...	...	...	26	21	2	56	32
18	3	66	55	17	6	13	10	9	...	...	...	...	...	...	23	6	...	32	26
19	3	65	62	25	7	12	7	6	5	...	...	...	...	...	No Record	...	...	32	20
20	3	66	62	16	6	8	15	7	10	...	...	...	...	...	39	1	...	41	40
21	3	148	143	28	9	23	18	19	26	20	...	...	...	...	81	13	...	106	99
22	3	131	129	18	20	22	17	17	15	20	...	...	...	...	62	21	...	92	78
23	3	91	83	18	9	22	19	3	12	...	...	...	...	...	30	22	...	57	38
24	3	116	108	23	18	20	15	12	13	7	...	...	...	...	54	17	...	76	58
25	3	67	52	10	15	8	7	4	8	...	...	...	...	...	21	7	...	30	23
26	3	37	28	8	6	7	6	1	...	...	...	...	...	...	7	4	1	15	8
27	3	37	37	18	7	4	4	1	3	...	...	...	...	...	5	10	...	15	5
28	
29	3	83	74	23	20	13	8	7	3	...	...	...	...	...	30	1	...	32	30
30	3	61	60	13	12	15	8	7	5	...	...	...	...	...	13	17	...	36	16
31	3	62	50	18	7	11	4	6	4	...	...	...	...	...	21	4	...	27	23
32	3	50	48	17	3	10	6	6	6	...	...	...	...	...	17	5	...	29	19
33	3	74	71	20	9	18	14	4	6	...	...	...	...	...	15	25	...	44	19
34	3	99	98	36	27	13	8	6	8	...	...	...	...	...	15	26	...	45	22
35	3	193	192	60	20	20	35	21	12	17	7	...	...	...	48	55	...	123	61
36	3	54	53	13	18	5	5	6	6	...	...	...	...	...	20	3	...	23	20
1	
2	4	87	84	4	6	8	9	8	11	12	10	8	8	...	48	3	...	67	58		
3	1	5	5	...	1	1	...	...	1	2	...	...	...	...	3	1	...	4	3
4	
5	2	9	9	4	2	1	2	...	...	...	...	...	...	...	2	1	...	3	2
6	1	22	22	3	1	7	5	1	2	3	...	...	...	...	9	6	...	19	11
7	1	36	32	7	2	7	5	6	5	...	...	...	...	...	No Record	...	...	24	10
8	2	28	28	18	7	3	...	Not comparable	
9	2	49	35	13	3	7	6	4	2	...	...	...	...	...	12	1	...	19	18
10	2	96	92	41	22	10	8	5	2	4	...	...	...	...	13	7	...	34	24
11	2	64	58	29	12	2	5	6	4	...	...	...	...	...	13	2	...	19	16
12	
13	1	67	51	24	10	6	4	5	2	...	...	...	...	...	9	3	...	17	12
14	4	149	149	17	10	11	10	15	39	30	17	...	...	...	55	23	...	128	89
15	
16	2	68	56	17	13	7	19	9	...	...	...	...	...	...	No Record	...	...	26	19
17	
18	2	54	49	22	20	4	2	1	...	...	...	...	...	...	4	4	...	12	6
19	2	128	119	28	20	17	15	15	24	...	...	...	...	...	37	26	...	76	56
20	2	36	36	12	8	6	4	4	2	...	...	...	...	...	9	9	...	19	11
21	2	59	44	26	6	4	8	...	...	...	...	...	...	...	5	8	...	14	6
22	2	71	64	23	19	10	8	4	...	...	...	...	...	...	12	8	...	24	15
23	2	71	57	38	5	5	5	4	...	...	...	...	...	...	10	1	1	14	12
24	2	47	44	15	18	7	3	1	...	...	...	...	...	...	9	1	...	11	9
25	2	51	47	35	8	4	...	...	...	...	...	...	...	...	First Inspection	...	...	5	4
26	2	93	89	28	8	14	22	11	6	...	...	...	...	...	No Record	...	...	54	35
27	2	86	82	10	10	19	22	11	10	...	...	...	...	...	34	15	1	62	45

Name of School.	Class.	Scholars on Roll				Average Attendance			
		during				during			
		4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.	4th Qr. 1904.	1st Qr. 1905.	2nd Qr. 1905.	3rd Qr. 1905.
7. Cala River ... (Eng. Ch.)	C	57	58	49	47	44	46	36	36
8. Lower Lufuta ... (do.)	C	89	93	105	99	72	83	79	84
9. Manzimdaka ... (do.)	C	56	50	55	46	37	42	43	35
10. Mnxé ... (do.)	C	102	81	111	108	75	65	78	78
11. Nyalasa ... (do.)	C	41	42	56	56	32	36	47	42
12. Cala ... (Ind.)	C	67	65	67	79	51	53	51	62
13. Hota ... (do.)	C	74	60	42	22	53	44	29	16
14. Cala ... (R.C.)	C	46	54	47	48	39	45	32	35
15. Tsengiwe's ... (U.F.C.)	C	55	49	62	63	38	41	50	52
16. Bumbana ... (Wes.)	C	91	73	75	81	59	45	46	49
17. Cala Pass ... (do.)	C	49	46	40	33	39	32	29	27
18. Fonoondile ... (do.)	C	92	80	75	74	63	60	53	56
19. Indwana ... (do.)	C	100	105	113	112	64	84	90	84
20. Do. Coloured ... (do.)	C	28	30	30	30	26	28	27	27
21. Lower Cala ... (do.)	C	85	93	75	77	63	76	58	58
22. Lower Seplan ... (do.)	C	69	58	58	69	53	46	43	56
23. Mbeuleni ... (do.)	C	26	23	24	25	25	22	20	23
24. Mceula ... (do.)	C	65	76	98	100	51	65	83	82
25. Mtingwevu ... (do.)	C	36	38	36	31	21	27	24	20
26. Papasi ... (do.)	C	43	54	62	65	26	44	46	49
27. Qiba ... (do.)	C	58	57	72	76	38	52	63	53
28. Seplan ... (do.)	C	90	94	94	92	76	76	81	54
29. Upper Cala ... (do.)	C	48	51	47	44	39	42	37	35
30. Upper Indwana ... (do.)	C	66	62	60	61	39	40	48	39
31. Upper Lufuta ... (do.)	C	56	58	66	66	44	48	51	49
Total ...		1712	1646	1712	1697	1273	1329	1325	1284

Inspection Qr.	On Roll.	Present at Inspection.	Sub-Standards.		Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Pupil Teachers.			Unclassified.	Higher.	Same.	Lower.	Presented.	Passed.
			A.	B.									I.	II.	III.						
7	1	60	54	19	10	7	10	7	1	...	...	...	...	...	...	13	15	...	32	14
8	1	97	95	25	17	13	21	13	6	...	...	...	...	...	...	27	27	...	67	32
9	1	53	52	25	6	11	2	8	...	...	...	...	...	...	...	14	9	...	25	15
10	1	81	76	23	13	10	11	8	8	3	...	...	...	...	...	13	26	...	51	19
11	1	41	38	17	9	1	7	4	...	...	...	...	...	...	...	6	7	...	17	7
12	1	67	66	20	8	9	11	16	2	...	...	...	...	...	...	12	20	...	44	17
13	1	61	56	24	14	7	4	6	1	...	...	...	...	...	...	3	18	...	31	5
14	1	52	50	19	5	11	9	4	2	...	...	...	...	...	...	18	5	...	27	22
15	1	52	52	18	13	4	7	6	4	...	...	...	...	...	...	11	14	...	33	13
16	2	76	72	29	17	8	6	10	2	...	...	...	...	...	...	6	23	...	38	13
17	1	45	41	17	7	6	8	3	...	...	...	...	...	...	...	8	10	...	21	8
18	1	81	72	31	14	15	3	6	3	...	...	...	...	...	...	19	11	...	36	23
19	2	103	86	22	18	21	12	9	4	...	...	...	...	...	...	20	24	...	58	25
20	4	28	28	14	7	2	4	1	...	...	...	...	...	...	...	First Inspection			7	3
21	1	98	92	34	19	9	14	8	8	...	...	...	...	...	...	22	21	...	52	25
22	2	53	49	9	12	11	12	3	2	...	...	...	...	...	...	14	14	...	33	16
23	1	24	23	17	4	1	1	...	...	...	...	...	...	...	...	First Inspection			2	2
24	1	71	70	19	5	6	15	18	7	...	...	...	...	...	...	27	20	1	51	28
25	2	37	31	10	6	6	7	2	...	...	...	...	...	...	...	4	12	...	20	4
26	1	57	45	20	5	7	8	3	2	...	...	...	...	...	...	8	10	...	25	9
27	1	55	54	27	7	10	8	2	...	...	...	...	...	...	...	5	17	...	24	5
28	2	102	96	39	14	7	14	12	5	5	...	...	...	...	...	22	24	...	50	23
29	1	54	51	30	3	1	7	6	4	...	...	...	...	...	...	13	7	...	21	13
30	2	60	51	28	10	6	4	2	1	...	...	...	...	...	...	5	10	...	16	6
31	1	59	59	20	8	14	8	7	2	...	...	...	...	...	...	13	16	...	36	14

B.—SUMMARY OF ENROLMENT AND ATTENDANCE
(INCLUDING LATE RETURNS.)

DIVISION.	AVERAGE NO. SCHOLARS ON ROLL.				AVERAGE ATTENDANCE.			
	4th Qr.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	1st Qr.	2nd Qr.	3rd Qr.
	1904.	1905.	1905.	1905.	1904.	1905.	1905.	1905.
Aberdeen ...	539	499	488	508	477	431	420	452
Albany ...	2609	2650	2653	2623	2204	2327	2278	2207
Albert ...	809	806	876	923	737	735	788	850
Alexandria ...	312	303	300	334	281	274	267	294
Aliwal North ...	1484	1474	1415	1500	1303	1302	1254	1314
Barkly East ...	584	628	699	686	507	568	626	621
Barkly West ...	889	903	972	887	714	761	805	750
Bathurst ...	615	638	630	652	504	554	534	577
Beaufort West ...	772	810	842	897	669	711	727	787
Bedford ...	506	506	500	483	421	436	426	412
Bredasdorp ...	891	911	899	919	766	793	792	820
Britstown... ..	637	635	637	646	552	576	561	558
Caledon ...	1678	1757	1740	1893	1452	1550	1498	1668
Calvinia ...	502	538	574	696	427	483	516	650
Cape Suburbs and District	10841	11280	11432	11704	9156	9743	9265	9804
Cape Town, G. & S. Point	7949	8044	7982	7956	6849	7085	6738	6814
Carnarvon ...	356	350	341	371	330	324	315	345
Cathcart ...	597	589	604	590	535	539	527	520
Ceres ...	597	640	640	635	538	580	528	559
Clanwilliam ...	617	721	703	750	549	651	604	686
Colesberg ...	755	738	772	772	649	648	654	663
Cradock ...	1298	1102	1109	1114	1143	1013	994	1013
East London ...	2572	2691	2656	2587	2194	2351	2234	2249
Fort Beaufort ...	1776	1722	1713	1755	1393	1515	1461	1468
Fraserburg ...	180	182	145	202	165	158	131	185
George ...	1451	1556	1534	1587	1125	1226	1249	1266
Glen Grey ...	2749	2612	2730	2672	2044	2014	2095	2097
Gordonia ...	282	351	399	398	252	321	328	353
Graaff-Reinet ...	2019	1981	2113	2125	1773	1775	1839	1816
Hanover ...	228	232	256	276	216	221	244	250
Hay ...	188	194	215	245	167	183	196	222
Herbert ...	219	203	215	196	189	181	182	173
Herschel ...	2634	2737	2618	2853	2237	2301	2120	2435
Hopetown ...	327	273	298	347	290	244	277	297
Humansdorp ...	1056	1073	1159	1245	882	968	1008	1064
Jansenville ...	586	635	664	656	508	564	566	577
Kenhardt ...	181	218	257	304	170	208	236	289
Kimberley ...	4132	4142	4153	4137	3504	3601	3522	3500
King William's Town ...	8596	8816	9079	8930	6691	7135	7263	7023
Knysna ...	1065	1114	1080	1094	879	1004	945	939
Komgha ...	309	343	324	327	261	298	258	273
Ladismith... ..	1000	1011	1001	1034	868	893	848	876
Mafeking ...	884	841	837	815	771	752	735	727
Malmesbury ...	2772	2950	2993	3205	2432	2626	2630	2925
Middelburg ...	803	871	870	882	696	787	781	763
Molteno ...	487	490	477	487	434	444	411	422
Mossel Bay ...	1275	1388	1349	1340	1054	1186	1129	1103
Murraysburg ...	338	347	346	335	305	324	312	305
Namaqualand ...	1060	1322	1453	1534	813	1072	957	1185
Oudtshoorn ...	2720	2630	2860	2982	2252	2262	2480	2532
Paarl ...	4574	4487	4541	4605	3955	4026	3880	4046
Peddie ...	1623	1658	1645	1640	1180	1261	1239	1222
Philipstown ...	452	460	411	425	417	420	387	405
Piquetberg ...	1216	1316	1383	1452	1096	1177	1225	1324
Port Elizabeth ...	4026	4102	4066	3961	3423	3652	3530	3311
Prieska ...	241	319	321	336	225	281	293	312
Prince Albert ...	799	834	827	881	684	715	714	746
Queenstown ...	2967	2919	2831	2808	2493	2562	2338	2275
Richmond ...	398	441	417	394	375	394	380	353
Riversdale ...	1478	1511	1537	1557	1239	1338	1327	1395
Robertson ...	1761	1833	1880	1859	1435	1530	1570	1555
Somerset East ...	1655	1596	1642	1642	1353	1395	1428	1405
Stellenbosch ...	2766	2834	2804	2760	2368	2495	2336	2408
Steynsburg ...	308	228	232	215	261	205	212	195
Stockenstrom ...	671	778	791	690	546	648	653	555
Stutterheim ...	1170	1157	1247	1297	1010	1002	1027	1082
Sutherland ...	103	117	117	111	94	108	105	103
Swellendam ...	1606	1550	1544	1581	1261	1262	1290	1338

DIVISION.	AVERAGE NO. SCHOLARS ON ROLL.				AVERAGE ATTENDANCE.			
	4th Qr.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	1st Qr.	2nd Qr.	3rd Qr.
	1904.	1905.	1905.	1905.	1904.	1905.	1905.	1905.
Tarka ...	660	676	693	635	566	579	588	549
Tulbagh ...	973	909	894	883	836	820	762	779
Uitenhage ...	2254	2261	2269	2186	1928	1975	1960	1849
Uniondale ...	989	965	1029	1163	831	848	885	991
Van Rhynsdorp ...	210	249	313	341	177	227	275	302
Victoria East ...	1708	1653	1880	1863	1381	1431	1634	1570
Victoria West ...	578	592	564	569	532	550	511	520
Vryburg ...	773	757	682	690	657	651	567	617
Willowmore ...	980	1036	1178	1139	867	937	1012	1019
Wodehouse ...	1199	1173	1223	1270	1028	1022	1013	1086
Worcester ...	2029	2038	1982	1981	1786	1803	1725	1755
Total for Colony Proper	117893	119896	121531	123023	99332	104012	102420	104745
MAGISTRACY.								
Bizana ...	220	237	251	260	183	199	213	224
Butterworth ...	2503	2332	2347	2366	2051	1845	1879	1871
Elliot ...	475	428	424	522	392	368	345	451
Elliotdale... ..	229	225	364	360	172	183	306	275
Engcobo ...	3203	3124	3275	3228	2487	2443	2570	2626
Flagstaff ...	345	383	384	389	284	288	321	315
Idutywa ...	1360	1374	1301	1468	989	996	1001	1121
Kentani ...	1896	1795	1961	2022	1334	1301	1450	1508
Libode ...	293	219	264	241	227	164	201	171
Lusikisiki... ..	229	269	266	284	174	202	207	230
Macleary ...	407	507	510	519	335	403	432	435
Matatiele ...	2045	1904	1942	1964	1725	1624	1692	1659
Mount Ayliff ...	803	721	771	914	664	612	637	789
Mount Currie ...	850	799	793	823	727	660	661	681
Mount Fletcher ...	1171	1176	1215	1396	1007	991	1033	1219
Mount Frere ...	2913	2771	2869	3278	2358	2234	2387	2790
Mqanduli ...	1046	1009	1227	1330	804	781	944	1005
Ngqeleni ...	479	419	426	464	421	359	357	403
Nqamakwe ...	4778	4543	4556	4643	3667	3688	3655	3606
Ntabankulu ...	567	551	610	587	464	430	489	484
Port St. John's ...	61	54	56	95	43	47	50	80
Qumbu ...	2382	2120	2376	2688	1825	1669	1887	2209
St. Mark's ...	1708	1628	1783	1769	1209	1231	1389	1322
Tsolo ...	2480	2473	2713	2870	1900	1865	2188	2341
Tsomo ...	2667	2549	2532	2587	2141	2056	2076	2191
Umtata ...	2570	2415	2631	2604	1983	1981	2187	2126
Umzimkulu ...	1832	1814	1711	1812	1528	1460	1431	1545
Walfish Bay ...	...	73	84	82	...	59	71	68
Willowvale ...	2934	2766	2860	2993	1995	1897	2124	2102
Xalanga ...	1712	1646	1712	1697	1273	1329	1325	1284
Total for Territories ...	44158	42324	44214	46255	34362	33365	35508	37131
Total for Colony Proper	117893	119896	121531	123023	99332	104012	102420	104745
Totals ...	162051	162220	165745	169278	133694	137377	137928	141876
Grand Total, 1905 ...	162051	162220	165745	169278	133694	137377	137928	141876
Grand Total, 1904 ...	152162	153887	158740	163548	122159	127477	127973	137815
Increase ...	9889	8333	7005	5730	11535	9900	7955	4061
Percentage of Attendance, 1905 ...	...	...	...	...	82.50	84.68	83.22	83.81
Percentage of Attendance, 1904 ...	...	...	...	...	80.28	82.84	81.88	84.27

C.—COMPARISON OF ENROLMENT AND ATTENDANCE FOR
YEAR ENDING 30TH SEPTEMBER, 1904, WITH YEAR
ENDING 30TH SEPTEMBER, 1905.

I.—ARRANGED IN ALPHABETICAL ORDER OF DIVISIONS.

DIVISION.	NO. OF PUPILS ON ROLL.			AVERAGE ATTENDANCE.		
	3rd Qr. 1904.	3rd Qr. 1905.	Incr.	3rd Qr. 1904.	3rd Qr. 1905.	Incr.
Aberdeen	550	508	-42	488	452	-36
Albany	2697	2623	-74	2302	2207	-95
Albert	817	923	106	729	850	121
Alexandria	303	334	31	273	294	21
Aliwal North	1492	1500	8	1364	1314	-50
Barkly East	595	686	91	529	621	92
Barkly West	882	887	5	755	750	-5
Bathurst	608	652	44	506	577	71
Beaufort West	786	897	111	694	787	93
Bedford	508	483	-25	437	412	-25
Bredasdorp	896	919	23	793	820	27
Britstown	655	646	-9	579	558	-21
Caledon	1662	1893	231	1464	1668	204
Calvinia	494	696	202	434	650	216
Cape Suburbs and District	10823	11704	881	8952	9804	852
Cape Town, Green and Sea Point	7952	7956	4	6796	6814	18
Carnarvon	302	371	69	278	345	67
Cathcart	612	590	-22	550	520	-30
Ceres... ..	586	635	49	530	559	29
Clanwilliam	622	750	128	572	686	114
Colesberg	778	772	-6	683	663	-20
Cradock	1348	1114	-234	1192	1013	-179
East London	2581	2587	6	2287	2249	-38
Fort Beaufort	1724	1755	31	1448	1468	20
Fraserburg	176	202	26	156	185	29
George	1574	1587	13	1237	1266	29
Glen Grey	2785	2672	-113	2205	2097	-108
Gordonia	354	398	44	301	353	52
Graaff-Reinet	2133	2125	-8	1870	1816	-54
Hanover	224	276	52	215	250	35
Hay	170	245	75	159	222	63
Herbert	193	196	3	172	173	1
Herschel	2637	2853	216	2309	2435	126
Hopetown	329	347	18	285	297	12
Humansdorp	1080	1245	165	920	1064	144
Jansenville	628	656	28	565	577	12
Kenhardt	157	304	147	150	289	139
Kimberley	4205	4137	-68	3667	3500	-167
King William's Town	9012	8930	-82	7313	7023	-290
Knysna	1034	1094	60	879	939	60
Komgha	319	327	8	278	273	-5
Ladismith	1037	1034	-3	899	876	-23
Mafeking	897	815	-82	805	727	-78
Malmesbury	2803	3205	402	2509	2925	416
Middelburg	803	882	79	719	763	44
Molteno	446	487	41	393	422	29
Mossel Bay	1291	1340	49	1043	1103	60
Murraysburg	344	335	-9	302	305	3
Namaqualand	1269	1534	265	900	1185	285
Oudtshoorn	2792	2982	190	2426	2532	106
Paarl	4653	4605	-48	4094	4046	-48
Peddie	1632	1640	8	1196	1222	26
Philipstown	461	425	-36	408	405	-3
Piquetberg	1278	1452	174	1148	1324	176
Port Elizabeth	4147	3961	-186	3573	3311	-262
Prieska	257	336	79	240	312	72
Prince Albert	817	881	64	708	746	38
Queenstown	2983	2808	-175	2530	2275	-255
Richmond	405	394	-11	372	353	-19
Riversdale	1482	1557	75	1284	1395	111

DIVISION.	NO. OF PUPILS ON ROLL.			AVERAGE ATTENDANCE.		
	3rd Qr., 1904.	3rd Qr., 1905.	Incr.	3rd Qr., 1904.	3rd Qr., 1905.	Incr.
Robertson	1745	1859	114	1451	1555	104
Somerset East	1660	1642	-18	1422	1405	-17
Stellenbosch	2753	2760	7	2367	2408	41
Steynsburg	316	215	-101	282	195	-87
Stockenstrom	683	690	7	557	555	-2
Stutterheim	1212	1297	85	1062	1082	20
Sutherland	96	111	15	91	103	12
Swellendam	1636	1581	-55	1387	1338	-49
Tarka	657	635	-22	583	549	-34
Tulbagh	857	883	26	764	779	15
Uitenhage	2281	2186	-95	1996	1849	-147
Uniondale	1060	1163	103	913	991	78
Van Rhynsdorp	164	341	177	141	302	161
Victoria East	1412	1863	451	1228	1570	342
Victoria West	572	569	-3	504	520	16
Vryburg	951	690	-261	852	617	-235
Willowmore	1003	1139	136	897	1019	122
Wodehouse	1178	1270	92	1027	1086	59
Worcester	2055	1981	-74	1784	1755	-29
Totals for Colony Proper ...	119371	123023	3652	102173	104745	2572
MAGISTRACY.						
Bizana	236	260	24	212	224	12
Butterworth	2566	2366	-200	2050	1871	-179
Elliot	497	522	25	419	451	32
Elliotdale	204	360	156	156	275	119
Engcobo	3163	3228	65	2551	2626	75
Flagstaff	338	389	51	272	315	43
Idutywa	1444	1468	24	1044	1121	77
Kentani	1980	2022	42	1445	1508	63
Libode	248	241	-7	185	171	-14
Lusikisiki	247	284	37	203	230	27
Maclear	437	519	82	380	435	55
Matatiele	1946	1964	18	1714	1659	-55
Mount Ayliff	735	914	179	655	789	134
Mount Currie	871	823	-48	753	681	-72
Mount Fletcher	1139	1396	257	1000	1219	219
Mount Frere	2819	3278	459	2404	2790	386
Mqanduli	933	1330	397	707	1005	298
Ngqeleni	470	464	-6	379	403	24
Nqamakwe	4906	4643	-263	3923	3606	-317
Ntabankulu	552	587	35	458	484	26
Port St. John's	52	95	43	47	80	33
Qumbu	2291	2688	397	1893	2209	316
St. Mark's	1798	1769	-29	1307	1322	15
Tsolo	2481	2870	389	2025	2341	316
Tsomo	2653	2587	-66	2236	2191	-45
Umtata	2463	2604	141	2016	2126	110
Umzimkulu	1856	1812	-44	1533	1545	12
Walfish Bay... ..	87	82	-5	79	68	-11
Willowvale	3048	2993	-55	2254	2102	-152
Xalanga	1717	1697	-20	1342	1284	-58
Total for Territories	44177	46255	2078	35642	37131	1489
Do. Colony Proper... ..	119371	123023	3652	102173	104745	2572
Totals	163548	169278	5730	137815	141876	4061

II.—ARRANGED ACCORDING TO INSPECTORS' CIRCUITS.

CIRCUIT IN CHARGE OF INSPECTOR.	NO. OF PUPILS ON ROLL.			AVERAGE ATTENDANCE.		
	3rd Qr., 1904.	3rd Qr., 1905.	Increase.	3rd Qr., 1904.	3rd Qr., 1905.	Increase.
Bartmann	3174	3502	328	2712	2994	282
Bennie	4116	4092	-24	3518	3490	-28
Craib, D.	7952	7956	4	6796	6814	18
Craib, J.	5141	4881	-260	4484	4234	-250
Ely	9012	8930	-82	7313	7023	-290
Freeman	3784	4081	297	3352	3581	229
Golightly	7456	7810	354	6603	6971	368
Grant	2576	2897	321	2294	2609	315
Hagen	7175	7216	41	5619	5683	64
Hobden	7238	8468	1230	6135	7137	1002
Hofmeyr	4277	5042	765	3604	4344	740
Logie	6425	6115	-310	5318	4921	-397
McLaren	10125	9596	-529	8209	7668	-541
Milne	6428	6147	-281	5569	5160	-409
Mitchell	5657	5909	252	4706	4901	195
Noaks	10823	11704	881	8952	9804	852
Porter (Acting)	6676	6843	167	4899	5006	107
Pressly	5902	6309	407	5229	5456	227
Rein, R.	6229	6446	217	5342	5443	101
Rein, T. W.	5451	5948	497	4429	4815	386
Robertson	4482	4586	104	3856	3972	116
Russell	2293	2567	274	2046	2358	312
Satchel	6935	6529	-406	6079	5594	-485
Sparway	3384	3555	171	3021	3143	122
Theron	5311	5572	261	4624	4896	272
Tooke	6647	7604	957	5359	6126	767
Watermeyer	4155	4172	17	3570	3609	39
Young	4724	4801	77	4177	4124	-53
Totals	163548	169278	5730	137815	141876	4061

III.—ARRANGED ACCORDING TO CLASSES OF SCHOOLS.

CLASS OF SCHOOL.	NO. OF PUPILS ON ROLL.			AVERAGE ATTENDANCE.		
	3rd Qr., 1904.	3rd Qr., 1905.	Increase.	3rd Qr., 1904.	3rd Qr., 1905.	Increase.
Sp.	872	919	47	808	848	40
A 1	16711	17119	408	15315	15626	311
A 2	12413	12385	-28	11197	11109	-88
A 3	22054	24580	2526	19465	21648	2183
D	225	222	-3	210	204	-6
E	868	1027	159	647	826	179
P.F.	4222	4746	524	3954	4429	475
Poor	7311	8108	797	6370	6972	602
B	55402	54768	-634	44825	43829	-996
C1	644	561	-83	602	530	-72
C	42826	44843	2017	34422	35855	1433
Totals	163548	169278	5730	137815	141876	4061

IV.—RATE OF ATTENDANCE IN THE VARIOUS CLASSES OF SCHOOLS.

CLASS OF SCHOOL.	PERCENTAGE OF ATTENDANCE.		CLASS OF SCHOOL.	PERCENTAGE OF ATTENDANCE.	
	3rd Qr., 1904.	3rd Qr., 1905.		3rd Qr., 1904.	3rd Qr., 1905.
Sp.	92.7	92.3	P.F.	93.7	93.3
A 1	91.6	91.3	Poor	87.1	85.9
A 2	90.2	89.7	B	80.9	80.0
A 3	88.3	88.1	C1	93.5	94.4
D	93.3	91.8	C	80.4	79.9
E	74.4	80.4	All Schools	84.3	83.8

V.—PERCENTAGE OF PUPILS IN ATTENDANCE AT THE VARIOUS CLASSES OF SCHOOLS.

CLASS OF SCHOOL.	PERCENTAGE OF ATTENDANCE.		CLASS OF SCHOOL.	PERCENTAGE OF ATTENDANCE.	
	3rd Qr., 1904.	3rd Qr., 1905.		3rd Qr., 1904.	3rd Qr., 1905.
Sp.	0.59	0.54	P.F.	2.87	2.80
A 1	11.11	10.11	Poor	4.62	4.80
A 2	8.12	7.31	B	32.53	32.35
A 3	14.12	14.52	C1	0.44	0.33
D	0.15	0.13	C	24.98	26.50
E	0.47	0.60			

VI.—STATISTICS REGARDING SEX AND COLOUR OF PUPILS.

YEAR.	WHITE PUPILS.			COLOURED PUPILS.			TOTAL ENROLMENT.
	BOYS.	GIRLS.	TOTAL.	BOYS.	GIRLS.	TOTAL.	
3rd Qr., 1905 ...	35035	33457	68492	49958	50828	100786	169278
Percentage ...	20.70	19.76	40.46	29.51	30.03	59.54	...
3rd Qr., 1904 ...	33012	31542	64554	48875	50119	98994	163548
Percentage ...	20.18	19.29	39.47	29.88	30.64	60.52	...

VII.—TABLE SHOWING NUMBER OF WHITE AND COLOURED PUPILS ON ROLL
AT 30TH SEPTEMBER, 1904, AND AT 30TH SEPTEMBER, 1905.

DIVISION.	WHITE PUPILS.			COLOURED PUPILS.		
	3rd Qr., 1904.	3rd Qr., 1905.	Increase.	3rd Qr., 1904.	3rd Qr., 1905.	Increase.
Aberdeen	399	391	-8	151	117	-34
Albany	1730	1737	7	967	886	-81
Albert	554	559	5	263	364	101
Alexandria	303	295	-8	...	39	39
Aliwal North	860	937	77	632	563	-69
Barkly East	528	632	104	67	54	-13
Barkly West	379	391	12	503	496	-7
Bathurst	242	271	29	366	381	15
Beaufort West	457	540	83	329	357	28
Bedford	275	279	4	233	204	-29
Bredasdorp	449	438	-11	447	481	34
Britstown	317	346	29	338	300	-38
Caledon	1002	1263	261	660	630	-30
Calvinia	390	484	94	104	212	108
Cape Suburbs and District	6259	6605	346	4564	5099	535
Cape Town, Green and Sea Point	4811	4823	12	3141	3133	-8
Carnarvon	154	227	73	148	144	-4
Cathcart	401	363	-38	211	227	16
Ceres	332	358	26	254	277	23
Clanwilliam	353	402	49	269	348	79
Colesberg	413	459	46	365	313	-52
Craddock	890	929	39	458	185	-273
East London	1944	1942	-2	637	645	8
Fort Beaufort	456	445	-11	1268	1310	42
Fraserburg	141	168	27	35	34	-1
George	995	1079	84	579	508	-71
Glen Grey	80	82	2	2705	2590	-115
Gordonia	129	121	-8	225	277	52
Graaff Reinet	1344	1431	87	789	694	-95
Hanover	154	207	53	70	69	-1
Hay	140	214	74	30	31	1
Herbert	138	157	19	55	39	-16
Herschel	18	28	10	2619	2825	206
Hopetown	194	237	43	135	110	-25
Humansdorp	603	688	85	477	557	80
Jansenville	444	499	55	184	157	-27
Kenhardt	157	304	147	...	...	...
Kimberley	2423	2337	-86	1782	1800	18
King William's Town	1701	1670	-31	7311	7260	-51
Knysna	823	876	53	211	218	7
Komgha	156	164	8	163	163	...
Ladismith	623	662	39	414	372	-42
Mafeking	192	204	12	705	611	-94
Malmesbury	1750	2058	308	1053	1147	94
Middelburg	548	605	57	255	277	22
Molteno	390	426	36	56	61	5
Mossel Bay	726	830	104	565	510	-55
Murraysburg	251	258	7	93	77	-16
Namaqualand	179	242	63	1090	1292	202
Oudtshoorn	1919	2350	431	873	632	-241
Paarl	2984	3062	79	1669	1542	-127
Peddie	219	234	15	1413	1406	-7
Philipstown	334	323	-11	127	102	-25
Piquetberg	831	1033	202	447	419	-28
Port Elizabeth	2651	2569	-82	1496	1392	-104
Prieska	257	297	40	...	39	39
Prince Albert	587	631	44	230	250	20
Queenstown	901	851	-50	2082	1957	-125
Richmond	210	180	-30	195	214	19
Riversdale	968	1058	90	514	499	-15
Robertson	1275	1379	104	470	480	10
Somersset East	927	971	44	733	671	-62

DIVISION.	WHITE PUPILS.			COLOURED PUPILS.		
	3rd Qr., 1904.	3rd Qr., 1905.	Increase.	3rd Qr., 1904.	3rd Qr., 1905.	Increase.
Stellenbosch	1614	1552	-62	1139	1208	69
Steynsburg	269	215	-54	47	...	-47
Stockenstrom	264	328	64	419	362	-57
Stutterheim	332	302	-30	880	995	115
Sutherland	96	111	15	...	...	...
Swellendam	911	927	16	725	654	-71
Tarka	358	371	13	299	264	-35
Tulbagh	321	318	-3	536	565	29
Uitenhage	1560	1492	-68	721	694	-27
Uniondale	759	861	102	301	302	1
Van Rhyndorp	102	190	88	62	151	89
Victoria East	196	241	45	1216	1622	406
Victoria West	489	510	21	83	59	-24
Vryburg	351	368	17	600	322	-278
Willowmore	766	872	106	237	267	30
Wodehouse	826	926	100	352	344	-8
Worcester	1342	1443	101	713	538	-175
Total for Colony Proper	62816	66629	3813	56555	56394	-161
MAGISTRACY.						
Bizana	8	10	2	228	250	22
Butterworth	149	143	-6	2417	2223	-194
Elliot	333	401	68	164	121	-43
Elliotdale	19	31	12	185	329	144
Engcobo	31	27	-4	3132	3201	69
Flagstaff	21	15	-6	317	374	57
Idutywa	74	70	-4	1370	1398	28
Kentani	21	13	-8	1959	2009	50
Libode ... ..	...	...	...	248	241	-7
Lusikisiki	15	15	...	232	269	37
Maclear	163	194	31	274	325	51
Matatiele	143	133	-10	1803	1831	28
Mount Ayliff	22	19	-3	713	895	182
Mount Currie	177	194	17	694	629	-65
Mount Fletcher	20	30	10	1119	1366	247
Mount Frere	18	13	-5	2801	3265	464
Mqanduli	14	19	5	919	1311	392
Nggeleni	14	14	...	456	450	-6
Nqamakwe	32	37	5	4874	4606	-268
Ntabankulu	13	11	-2	539	576	37
Port St. John's	25	26	1	27	69	42
Qumbu ... ..	...	26	26	2291	2662	371
St. Mark's	65	68	3	1733	1701	-32
Tsolo	44	68	24	2437	2802	365
Tsomo	27	27	...	2626	2560	-66
Umtata	161	140	-21	2302	2464	162
Umzimkulu ... ..	...	12	12	1856	1800	-56
Walfish Bay ... ..	...	...	...	87	82	-5
Willowvale	20	14	-6	3028	2979	-49
Xalanga	109	93	-16	1608	1604	-4
Total for Territories	1738	1863	125	42439	44392	1953
Do. Colony Proper	62816	66629	3813	56555	56394	-161
Totals	64554	68492	3938	98994	100786	1792

4. INSPECTION OF SCHOOLS.

A. TABLE SHOWING NUMBER OF FORMAL AND INFORMAL INSPECTIONS MADE DURING THE YEAR ENDED 30TH SEPTEMBER, 1905.

I. ARRANGED ACCORDING TO INSPECTORS' CIRCUITS.

CIRCUIT IN CHARGE OF INSPECTOR.	FORMAL.					INFORMAL.				
	By Circuit Inspector.	By Inspectors of other Circuits.	By Casual Examiner.	Total.		By Circuit Inspector.	By Railway Education Officer.	By Inspectors of other Circuits.	Total.	
				1905.	1904.				1905.	1904.
Bartmann ...	107	...	...	107	105	13	...	...	13	...
Bennie ...	99	...	...	99	72	75	...	...	75	...
Craib, D. ...	54	...	...	54	51	124	...	...	124	...
Craib, J. ...	97	...	...	97	91	147	...	...	147	...
Ely ...	141	...	...	141	115	96	...	...	96	...
Freeman ...	119	...	...	119	97	51	...	...	51	...
Golightly ...	113	...	...	113	94	43	...	...	43	...
Grant ...	53	1	...	54	32	59	...	...	59	...
Hagen ...	134	...	...	134	130	85	...	...	85	...
Hobden ...	132	...	...	132	104	150	...	1	151	...
Hofmeyr ...	91	...	...	91	67	64	...	...	64	...
Logie ...	124	...	...	124	116	125	...	...	125	...
McLaren ...	120	...	...	120	119	80	...	...	80	...
Milne... ..	69	13	...	82	72	103	...	14	117	...
Mitchell ...	117	...	...	117	103	40	...	...	40	...
Noaks ...	102	5	...	107	93	173	...	...	173	...
Porter (Acting) ...	67	49	...	116	110	72	...	38	110	...
Pressly ...	147	...	...	147	122	116	...	...	116	...
Rein, R. ...	124	...	...	124	117	84	...	...	84	...
Rein, T. W. ...	109	...	...	109	105	70	...	...	70	...
Robertson ...	74	...	...	74	69	94	...	...	94	...
Russell ...	61	32	...	93	54	12	...	6	18	...
Satchel ...	84	...	1	85	72	71	...	...	71	...
Spurway ...	60	19	...	79	67	3	4	74	81	...
Theron ...	90	...	...	90	78	64	...	...	64	...
Tooke ...	114	...	...	114	85	105	...	...	105	...
Watermeyer ...	99	...	...	99	98	28	...	...	28	...
Young ...	98	2	1	101	103	74	...	...	74	...
Totals, 1905 ...	2799	121	2	2922	...	2221	4	133	2358	...
Totals, 1904 ...	2012	519	10	...	2541	1919	40	228	2187	...

NOTE.—55 Schools were inspected twice during the year, the later inspection only has been reckoned; these were distributed as follows: Bartmann (2), Bennie (17), J. Craib (1), Freeman (6), Golightly (1), Grant (2), Hagen (1), Hobden (2), Spurway (3), Milne (1), Mitchell (2), Noaks (1), R. Rein (12), T. W. Rein (1), Robertson (1), Russell (2).

During the absence on leave of Inspectors Hagen and McLaren, W. P. Bond, M.A. and G. M. Robinson, B.A., were acting in the respective circuits. Of the 134 regular and 85 informal inspections placed to the credit of Inspector Hagen, 101 and 75 respectively were carried out by Acting Inspector Bond. Of the 120 regular and 80 informal inspections placed to the credit of Inspector McLaren, 26 and 2 respectively were carried out by Acting Inspector Robinson. Acting Inspector Bond also made 8 regular inspections in this circuit.

II.—ARRANGED ACCORDING TO DIVISIONS AND CLASSES OF SCHOOLS.

FORMAL INSPECTIONS ONLY.

DIVISION.	Sp.	A 1	A 2	A 3	D	E	P.F.	Poor.	B	C 1	C	Total.
Aberdeen ...	...	...	1	1	...	...	10	1	2	...	...	15
Albany ...	4	2	2	14	...	...	12	2	10	...	2	48
Albert ...	1	1	4	...	...	...	5	2	3	...	...	16
Alexandria ...	...	1	5	...	...	...	3	3	1	...	...	13
Aliwal North ...	1	1	7	...	...	...	8	4	7	...	...	28
Barkly East ...	...	1	11	...	1	...	17	2	2	...	...	34
Barkly West ...	...	1	6	...	...	...	1	3	5	...	...	16
Bathurst ...	...	2	5	...	...	...	8	...	7	...	...	22
Beaufort West ...	2	...	1	...	...	...	12	4	3	...	...	22
Bedford ...	1	...	2	...	...	...	8	1	4	...	...	16
Bredasdorp ...	...	2	4	...	...	...	11	5	5	...	...	27
Britstown... ..	...	2	...	...	...	...	3	...	3	...	...	8
Caledon ...	1	1	8	...	...	...	9	9	8	...	...	36
Calvinia ...	1	...	13	...	...	...	11	2	2	...	...	29
Cape Suburbs & District	1	5	10	23	...	5	10	...	53	...	...	107
Cape Town, Green and Sea Point ...	5	7	6	12	1	8	...	...	15	...	...	54
Carnarvon ...	...	1	...	...	...	...	6	1	1	...	...	9
Cathcart ...	1	1	5	...	...	...	13	...	2	...	...	22
Ceres ...	...	1	...	...	...	...	1	1	3	...	...	6
Clanwilliam ...	...	1	10	...	...	...	2	4	4	...	...	21
Colesberg ...	1	1	5	...	...	...	4	...	2	...	...	13
Cradock ...	2	1	3	...	...	...	13	3	2	...	...	24
East London ...	3	2	13	...	...	...	9	...	11	...	...	38
Fort Beaufort ...	2	...	3	...	...	...	7	3	13	1	...	29
Fraserburg ...	...	...	3	...	...	...	4	2	...	...	...	9
George ...	2	1	9	...	...	...	2	11	6	...	...	31
Glen Grey ...	...	...	1	...	...	...	3	...	51	...	...	55
Gordonia ...	...	...	2	...	...	...	...	...	3	...	...	5
Graaff-Reinet ...	2	2	7	...	...	...	9	5	6	...	...	32
Hanover ...	...	1	2	...	...	...	4	...	1	...	...	8
Hay ...	...	...	4	...	...	...	1	...	1	...	...	6
Herbert ...	...	...	2	...	...	...	1	2	2	...	...	7
Herschel ...	...	...	2	...	...	...	...	...	36	1	...	39
Hopetown ...	...	...	2	...	...	...	2	...	1	...	...	5
Humansdorp ...	...	1	10	...	...	...	14	5	9	...	...	39
Jansenville ...	...	1	6	...	...	...	4	3	3	...	...	17
Kenhardt ...	...	...	4	...	...	...	1	...	...	...	...	5
Kimberley ...	2	2	7	...	...	...	1	4	12	...	...	28
King William's Town ...	2	3	13	...	...	...	3	2	116	1	1	141
Knysna ...	...	2	4	...	...	...	4	20	5	...	...	35
Komgha ...	1	...	1	...	...	...	8	...	4	...	...	14
Ladismith... ..	...	1	9	...	...	...	...	4	4	...	...	18
Mafeking ...	...	1	3	...	...	...	...	2	9	...	...	15
Malmesbury ...	3	4	22	...	...	...	23	2	12	...	...	66
Middelburg ...	1	...	3	...	...	...	9	1	2	...	...	16
Molteno ...	...	1	5	...	...	...	10	4	1	...	...	21
Mossel Bay ...	2	...	17	...	...	...	2	5	6	...	...	32
Murraysburg ...	1	...	2	...	...	...	14	...	1	...	...	18
Namaqualand ...	...	...	6	1	...	...	1	1	11	...	...	20
Oudtshoorn ...	...	1	34	...	2	...	1	7	9	...	...	54
Paarl ...	2	7	8	8	...	...	4	3	15	...	...	47
Peddie ...	...	1	4	...	...	...	4	...	25	...	1	35
Philipstown ...	...	2	...	...	...	...	4	...	2	...	...	8
Piquetberg ...	...	2	13	...	...	...	1	9	4	...	...	29
Port Elizabeth ...	1	3	3	7	...	1	2	...	16	...	...	33
Prieska ...	...	...	4	...	...	...	2	4	...	...	...	10
Prince Albert ...	1	...	4	...	...	...	2	10	3	...	...	20
Queenstown ...	2	1	9	...	...	...	9	1	26	...	1	49
Richmond ...	1	...	...	...	...	...	4	...	3	...	...	8
Riversdale ...	2	...	13	...	...	...	8	12	7	...	...	42
Robertson ...	2	1	11	...	...	...	11	4	3	...	...	32
Somerset East ...	2	...	6	...	...	...	20	3	10	...	...	41
Stellenbosch ...	1	4	1	7	...	...	3	...	11	...	...	27
Steynsburg ...	...	1	1	...	...	...	3	...	...	...	...	5
Stockenström ...	...	1	6	...	...	...	2	3	7	...	...	19
Stutterheim ...	...	2	3	...	...	...	7	...	12	1	2	27
Sutherland ...	...	1	...	...	...	...	3	...	...	...	...	4
Swellendam ...	1	1	9	...	...	...	12	7	9	...	...	39
Tarka ...	2	...	4	...	...	...	8	1	5	...	...	20
Tulbagh ...	...	1	9	...	...	...	2	...	4	...	...	16
Uitenhage ...	1	2	...	9	...	1	22	4	10	...	...	49
Uniondale ...	...	1	16	...	...	...	2	10	4	...	...	33
Van Rhynsdorp ...	...	1	3	...	...	...	...	...	1	...	...	5
Victoria East ...	...	1	2	...	...	...	4	...	16	1	2	26

DIVISION.	Sp.	A 1	A 2	A 3	D	E	P.F.	Poor.	B	C 1	C	Total.
Victoria West	1	...	4	...	...	13	1	1	...	...	20
Vryburg	1	7	...	...	5	5	7	...	1	26
Willowmore	2	15	...	...	14	11	3	...	...	45
Wodehouse	1	...	15	...	...	15	9	6	...	...	46
Worcester...	2	2	1	17	...	7	1	2	...	...	32
Total for Colony Proper	19	79	92	541	2	18	497	228	691	5	10	2182
MAGISTRACY.												
Bizana	1	...	...	...	...	...	...	5	6
Butterworth	1	...	...	...	...	2	...	...	...	26	29
Elliot	3	...	...	9	5	...	...	4	21
Elliotdale	2	...	...	...	5	7
Engcobo	1	...	...	...	...	2	...	48	51
Flagstaff	1	...	...	...	...	...	...	5	6
Idutywa	1	...	...	...	1	...	...	...	21	23
Kentani	1	...	...	...	...	...	...	37	38
Libode	8	8
Lusikisiki	1	...	...	...	...	...	...	4	5
Maclear	5	...	...	2	...	...	...	8	15
Matatiele	2	...	...	1	...	...	...	32	35
Mount Ayliff	2	...	...	...	14	16
Mount Currie	1	1	...	1	3	...	...	...	14	20
Mount Fletcher	1	...	...	1	...	...	...	19	21
Mount Frere	1	...	...	...	...	...	...	44	45
Mqanduli	2	...	...	...	17	19
Nggeleni	1	...	...	...	...	...	1	8	10
Nqamakwe	1	...	...	2	...	...	1	53	57
Ntabankulu	1	...	...	...	...	...	...	11	12
Port St. John's	1	...	...	...	...	...	...	...	...	1
Qumbu	1	...	...	...	...	1	...	37	39
St. Mark's	2	...	...	3	...	...	...	27	32
Tsolo	1	...	...	1	...	...	...	36	38
Tsomo	2	...	...	...	32	34
Umtata	1	...	...	...	2	2	...	1	32	38
Umzimkulu	1	...	...	...	...	...	...	35	36
Walfish Bay
Willowvale	3	...	...	...	45	48
Xalanga	1	1	...	...	3	...	...	...	25	30
Total for Territories	...	1	5	27	...	1	41	7	...	6	652	740
Do. for Colony Proper	19	79	92	541	2	18	497	228	691	5	10	2182
Totals	19	80	97	568	2	19	538	235	691	11	662	2922

B. TABLE SHOWING NUMBER OF FORMAL AND INFORMAL INSPECTIONS MADE BY DEPARTMENTAL INSTRUCTORS AND INSTRUCTRESSES DURING THE YEAR ENDED 30TH SEPTEMBER, 1905.

SUBJECT.	NAME OF OFFICER.	NUMBER OF REPORTS.			
		1905.		1904.	
		Regular.	Informal	Total.	Total.
Domestic Economy ...	Miss M. McIver ...	16	...	16	...
Drawing ...	{ Mr. W. W. Rawson (W.) ...	147	131	278	...
	{ Mr. H. Christie-Smith (E.) ...	16	...	16	...
Kindergarten ...	{ Miss M. Adamson (W.) ...	73	50	123	198
	{ Miss C. Sutherland (E.) ...	128	26	154	128
Needlework ...	{ Miss A. Cogan (Acting E.) ...	91	...	91	...
	{ Miss E. Eaton (E.) ...	136	...	136	187
Vocal Music ...	{ Miss H. D. Fuechsel (W.) ...	93	113	206	173
	{ Mr. F. Farrington (E.) ...	206	2	208	250
Woodwork ...	{ Mr. A. Lee (W.) ...	256	32	288	365
	{ Mr. F. T. Morrison (E.) ...	35	229	64	119
	{ Mr. C. S. Young (W.) ...	56	1	57	30
Totals, 1905	...	1253	384	1637	...
Totals, 1904	...	1183	267	...	1450

5. PUPILS' ATTAINMENTS AT INSPECTION.

(In these Tables each School is placed in the class to which it belonged at the time of Inspection. When a School has been inspected twice during the year the figures of the later Inspection only are included in the totals).

A.—CLASSIFICATION OF PUPILS AT INSPECTION. ARRANGED ACCORDING TO CLASSES OF SCHOOLS.

	Sp.	A 1	A 2	A 3	D	E	P.F.	Poor.	B	C 1	C	Total 1905.	Total 1904.
Schools inspected ...	19	80	97	568	2	19	538	235	691	11	662	2922	2541
Pupils on roll ...	1039	16451	12680	23241	227	671	4518	7309	55034	564	42772	164506	151313
Pupils present ...	943	15874	12205	22120	223	521	4431	6884	49440	559	38754	151954	137707
Percentage present	90.76	96.49	96.25	95.18	98.25	77.65	98.07	94.19	89.84	99.11	90.61	92.37	91.01
Number of pupils in													
Sub-standards ...	219	2625	3893	8889	68	210	1317	3383	31396	...	21686	73686	65357
Standards & above	340	12892	8098	13043	139	266	3113	3489	17997	...	17031	76408	70552
Number of													
1st year P. Ts.	60	60	72	70	5	...	...	4	16	335	12	634	687
2nd year do.	61	136	86	66	3	...	...	5	18	130	13	518	479
3rd year do.	77	126	52	50	2	...	...	2	4	94	1	408	391
Unclassified Pupils	186	35	4	2	6	45	1	1	9	...	11	300	241
Number of Pupils—													
In Standard I. ...	80	1255	1512	3259	30	73	718	1090	6670	...	5382	20069	18426
Do. II. ...	96	1705	1730	3461	35	69	810	1072	5511	...	4711	19200	17666
Do. III. ...	89	1921	1503	2595	26	50	633	688	3355	...	3485	14345	13945
Do. IV. ...	40	2204	1395	2123	23	55	529	442	1825	...	2261	10897	9905
Do. V. ...	15	2011	944	992	17	12	294	158	488	...	928	5859	5306
Do. VI. ...	19	1603	618	466	8	6	101	32	148	...	261	3253	3005
Do. VII. ...	6	1035	265	134	...	1	26	7	...	...	...	1474	1202
Ex-standards	4	1158	131	13	...	...	2	...	...	...	3	1311	1097
Percentage—													
In Sub-standards	23.22	16.54	31.90	40.18	30.49	40.31	29.72	49.14	63.50	...	55.96	48.49	47.46
In Standard I. ...	8.48	7.91	12.39	14.73	13.45	14.01	16.20	15.83	13.49	...	13.89	13.21	13.38
Do. II. ...	10.18	10.74	14.17	15.65	15.70	13.24	18.28	15.57	11.15	...	12.16	12.64	12.83
Do. III. ...	9.44	12.11	12.31	11.73	11.66	9.60	14.28	9.99	6.78	...	8.99	9.44	10.13
Do. IV. ...	4.24	13.88	11.43	9.60	10.31	10.56	11.94	6.42	3.69	...	5.83	7.17	7.19
Do. V. ...	1.59	12.67	7.73	4.48	7.62	2.30	6.64	2.30	.99	...	2.39	3.85	3.85
Do. VI. ...	1.06	10.10	5.06	2.11	3.59	1.15	2.28	.46	.30	...	.67	2.14	2.18
Do. VII. ...	.63	6.52	2.17	.60	...	.19	.59	.10	...	...	...	.97	.87
Ex-standard—	.42	7.29	1.07	.06	...	...	.05	...	...	...	...	.01	.86
1st year P. T's...	6.36	.37	.59	.32	2.24	...	...	.06	.03	59.93	.03	.42	.50
2nd year do. ...	6.47	.85	.70	.30	1.35	...	...	.07	.03	23.26	.03	.34	.35
3rd year do. ...	8.18	.79	.43	.22	.90	...	...	.03	.01	16.81	.00	.27	.28
Unclassified	19.72	.22	.03	.01	2.69	8.64	.02	.01	.02	...	.03	.20	.18

B.—A PERCENTAGE COMPARISON OF CLASSIFICATION OF PUPILS.

STANDARD.	1899.	1900.	1901.	1902.	1903.	1904.	1905.
Sub-standards ...	48.33	46.90	47.32	48.53	47.98	47.46	48.49
Standard I. ...	14.56	14.94	14.64	14.48	13.68	13.38	13.21
Standard II. ...	13.28	13.32	13.09	13.01	12.93	12.83	12.64
Standard III. ...	9.49	10.04	9.98	9.95	9.88	10.13	9.44
Standard IV. ...	6.45	6.59	6.89	6.58	7.10	7.19	7.17
Standard V. ...	3.52	3.47	3.46	3.24	3.54	3.85	3.85
Standard VI. ...	1.71	1.71	1.74	1.61	1.84	2.18	2.14
Standard VII. ...	.71	.73	.64	.62	.81	.87	.97
Ex-standard ...	.39	.61	.64	.52	.81	.80	.86
1st year Pupil Teachers	.52	.58	.48	.49	.48	.50	.42
2nd year do.	.37	.43	.42	.36	.34	.35	.34
3rd year do.	.21	.34	.38	.30	.28	.28	.27
Unclassified	.44	.34	.29	.31	.32	.18	.20

C.—CLASSIFICATION OF PUPILS AT INSPECTION.

ARRANGED ACCORDING TO INSPECTORS' CIRCUITS.

CIRCUIT IN CHARGE OF INSPECTOR.	Pupils on Roll.	Present at Inspection.	Sub-Standard A.	Sub-Standard B.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	1st Yr. Pupil Teachers.	2nd Yr. Pupil Teachers.	3rd Yr. Pupil Teachers.	Unclassified.
Bartmann ...	3347	3165	1010	541	414	408	334	226	123	47	24	5	13	14	6	...
Bennie ...	4383	4099	1067	416	549	589	471	379	220	125	46	38	47	37	51	64
Craib, D. ...	8074	7472	2577	960	838	791	626	562	338	237	142	200	40	35	17	109
Craib, J. ...	4789	4583	1080	537	658	666	494	432	280	204	86	106	14	15	10	1
Ely ...	8711	7474	2570	1103	1204	972	751	456	169	74	44	30	39	40	22	...
Freeman ...	3741	3529	1073	522	519	472	332	290	150	102	27	20	3	10	8	1
Golightly ...	7787	7316	1755	862	821	844	702	646	478	448	259	305	32	79	54	31
Grant ...	2405	2297	863	328	336	269	219	146	63	41	20	...	4	4	1	3
Hagen ...	7218	6612	2582	1094	903	818	597	312	158	44	9	7	53	19	7	9
Hobden ...	7692	6946	2639	1242	976	757	648	445	142	49	5	...	26	12	5	...
Hofmeyr ...	4523	4072	1629	751	459	509	301	199	108	63	12	20	7	8	5	1
Logie ...	6488	6070	1916	1103	831	776	506	533	214	85	63	34	...	8	1	...
McLaren ...	9795	9246	2607	1475	1343	1308	1004	847	442	85	18	15	66	23	11	2
Milne ...	6447	5963	1919	805	799	722	590	481	288	158	54	42	15	13	22	55
Mitchell ...	5378	5084	1957	742	628	684	493	298	142	78	28	8	4	12	10	...
Noaks ...	11766	10913	3974	1731	1425	1373	945	731	362	181	78	45	21	19	25	3
Porter(acting) ...	6543	5700	2697	980	694	577	452	241	45	6	5	3	...	...	...	...
Pressly ...	5950	5591	2215	658	692	830	464	351	176	87	43	24	29	13	9	...
Rein, R. ...	6238	5711	1901	1386	890	757	490	180	68	18	10	6	...	2	3	...
Reio, T. W....	5929	5536	1513	789	694	660	583	500	362	185	22	22	111	48	47	...
Robertson ...	4306	4094	1110	590	539	470	420	365	232	146	109	74	5	15	9	10
Russell ...	2470	2382	635	325	324	333	256	232	138	73	30	21	6	4	4	1
Satchel ...	6164	5587	2129	873	718	702	480	288	213	80	41	21	12	14	14	2
Spurway ...	3498	3308	971	413	434	457	374	313	164	93	35	29	4	8	9	4
Theron ...	5388	5026	1443	719	577	617	463	383	251	200	152	151	14	24	29	3
Tooke ...	6574	5791	2385	1018	729	667	470	306	99	61	8	8	30	7	3	...
Watermeyer...	4046	3853	1149	618	523	516	332	285	165	129	55	49	8	12	11	1
Young ...	4856	4534	1195	544	552	656	548	470	269	154	49	28	31	23	15	...
Totals, 1905...	164506	151954	50561	23125	20069	19200	14345	10897	5859	3253	1474	1311	634	518	408	300
Do., 1904...	151313	137707	44319	21038	18426	17666	13945	9905	5306	3005	1202	1097	687	479	391	241
Increase ...	13193	14247	6242	2087	1643	1534	400	992	553	248	272	214	-53	39	17	59

D.—NUMBER OF PUPILS CLASSIFIED IN ST. V. & ABOVE.

(Omitting Unclassified Pupils).

ARRANGED ACCORDING TO CLASSES OF SCHOOLS.

Class of School.	Number present at Inspection.	Number classified in Standard V. & above.	Percentage.
Sp. ...	757	233	30.8
A 1 ...	15839	6129	38.7
A 2 ...	12201	2168	17.8
A 3 ...	22118	1791	8.1
D. ...	217	35	16.1
E. ...	476	19	4.0
P.F. ...	4430	423	9.6
Poor ...	6883	208	3.0
B. ...	49431	674	1.4
C 1 ...	559	559	100.0
C. ...	38743	1218	3.1
Totals ...	151654	13457	8.9

E.—HIGH SCHOOLS.

NUMBER OF PUPILS DISTRIBUTED AMONG THE FOUR UPPER STANDARDS IN HIGH SCHOOLS.

High School Standard.	1903.	1904.	1905.	Increase on 1904.
A. ...	805	969	999	30
B. ...	515	578	726	148
C. ...	377	434	505	71
D. ...	333	350	375	25
Totals ...	2030	2331	2605	274

6. ANNUAL PROGRESS OF PUPILS.

	Sp.	A 1.	A 2.	A 3.	D.	E.	P.F.	Poor.	B.	C 1.	C.	Total 1905.	Total 1904.
Total Number of Pupils presented for Standards	342	12736	8116	13591	140	286	3239	3700	20508	...	19328	81986	75929
Number of Pupils who passed the Standard for which they were presented	251	10606	6817	10606	97	151	2478	2795	13146	...	11399	58346	54300
Percentage of Passes	73.39	83.28	83.99	78.04	69.29	52.80	76.51	75.54	64.10	...	58.98	71.16	71.51
Number of Schools inspected for the first time	2	...	...	92	...	4	202	42	43	...	45	430	328
° Number of Schools where a comparison with a previous Inspection is impossible for other reasons	8	1	2	20	1	2	15	11	46	11	27	144	153
Number of Schools where such a comparison is possible ...	9	79	95	456	1	13	321	182	602	...	590	2348	2060
Number of Pupils present at Inspection in these Schools ...	404	15814	12078	19723	180	391	2733	5737	45241	...	36102	138403	125431
Number of Pupils present at Inspection in these Schools who were also present at last Inspection	248	10163	7745	12660	111	119	2093	3627	27107	...	22239	86112	74366
Number presented for Standards at Inspection in these Schools	315	12692	8034	12414	122	234	2188	3172	19308	...	18552	77031	70797
Of these, Number presented for Standards this year who were also present at previous Inspection	217	8816	6119	9581	83	92	1857	2510	15661	...	14822	59758	52764
Do. Number of Pupils who passed a <i>higher</i> Standard this year	170	7533	5310	7719	61	51	1473	1976	9945	...	8717	42955	37843
Do. do. do. the <i>same</i> Standard this year	47	1269	807	1853	22	41	383	529	5610	...	6040	16601	14717
Do. do. do. a <i>lower</i> Standard this year	...	14	2	9	...	...	1	5	106	...	65	202	204
Percentage of Pupils who passed a <i>higher</i> Standard this year	78.34	85.45	86.78	80.57	73.49	55.43	79.32	78.73	63.50	...	58.81	71.88	71.72
Do. do. the <i>same</i> do.	21.66	14.39	13.19	19.34	26.51	44.57	20.62	21.07	35.82	...	40.75	27.78	27.89
Do. do. a <i>lower</i> do.	...	.16	.03	.09	...	...	.06	.20	.68	...	.44	.34	.39

° Comparison impossible, because :

- (1) In the case of 11 Training Schools, 8 Special Schools, and 2 Evening Schools, the figures are not comparable.
- (2) Record of previous Inspection was missing in 74 cases.
- (3) School was in abeyance last year in 48 cases.
- (4) In one case no inspection was made in 1904.

7. SUBJECTS OF INSTRUCTION.

A.—PUPILS RECEIVING INSTRUCTION IN "EXTRA SUBJECTS," OCTOBER, 1904, TO 30TH SEPTEMBER, 1905.

SUBJECT.	No. of Schools.		No. of Scholars.		Average No. of Hours per Week.	
	1905.	1904.	1905.	1904.	1905.	1904.
Agriculture	2	1	32	19	43-00	44-00
Algebra	174	157	4764	3992	2-07	2-00
Basket-making	4	6	85	124	12-12	8-33
Blacksmithing	1	1	11	1	34-00	44-00
Bookbinding	2	2	14	10	43-50	43-50
Bookkeeping	5	11	104	216	1-30	1-48
Botany	27	25	557	477	1-84	1-89
Building... ..	1	1	4	4	6-00	6-00
Carpentry	8	6	118	86	35-69	37-13
Chemistry	18	17	531	429	1-53	2-72
Cookery	13	12	362	319	6-25	6-38
Domestic Economy	13	9	267	241	5-13	5-61
Drawing... ..	1088	831	50731	40762	1-41	1-42
Dressmaking	7	11	87	140	3-57	3-09
Drill	1800	1463	98307	89166	1-06	1-06
Dutch Grammar	307	258	9193	9341	1-06	1-74
French	58	54	1470	1189	2-39	2-12
Gardening	4	2	180	54	16-37	12-25
Geometry	163	151	4137	3389	1-95	1-92
German	20	31	735	915	3-26	2-51
Greek	26	26	268	323	2-88	2-47
Hebrew	3	2	544	552	3-50	3-00
Kafir Grammar	12	6	288	175	1-04	1-33
Latin	188	174	6745	5896	2-50	2-60
Laundry Work... ..	9	12	232	338	13-30	10-33
Masonry... ..	2	1	22	2	43-00	40-00
Music (Instrumental)	176	157	2526	2794	1-41	1-30
Music (Vocal)	1898	1627	107159	99402	1-18	1-11
Needlework	1925	1708	57129	54997	1-00	2-21
Painting... ..	20	20	231	282	2-01	2-35
Physics	26	20	730	454	2-28	2-27
Physiology	2	2	40	21	1-25	1-50
Printing... ..	4	3	45	40	23-75	31-66
Saddlemaking	1	...	1	...	44-00	...
Sesuto	3	1	9	1	83	1-00
Shoemaking	4	4	40	28	30-75	19-50
Shorthand	8	14	137	160	7-38	2-11
Tailoring	3	3	34	14	34-67	29-83
Typewriting	5	8	46	62	1-55	1-88
Wagonmaking	2	1	29	9	41-00	54-00
Woodwork	111	88	4592	3896	3-86	3-70

B.—NUMBER OF CANDIDATES PASSED IN PUPILS' EXAMINATIONS IN SPECIFIC SUBJECTS, DECEMBER, 1904.

ARRANGED ACCORDING TO INSPECTORS' CIRCUITS.

CIRCUIT IN CHARGE OF INSPECTOR.	GEOGRAPHY.	HISTORY.	DRAWING.						NEEDLEWORK.			WOODWORK.			SCIENCE.												Total.	Total No. of Candidates.				
			FREEHAND.			GEOMETRICAL.			First Year.	Second Year.	Third Year.	First Year.	Second Year.	Third Year.	BOTANY.			CHEMISTRY.		DOMESTIC ECONOMY.	MATHEMATICS.			PHYSICS.		PHYSIOLOGY.						
			First Year.	Second Year.	Third Year.	First Year.	Second Year.	Third Year.							First Year.	Second Year.	Third Year.	First Year.	Second Year.		First Year.	Second Year.	First Year.	Second Year.	First Year.				Second Year.	Third Year.	First Year.	Second Year.
Bartmann	20	4	2	19	3	48	88			
Bennie	...	4	15	7	...	...	...	36	9	...	39	12	4	4	...	19	3	...	6	3	2	...	...	...	...	...	218	431
Craib, D.	...	6	95	22	13	4	9	3	36	29	...	172	58	29	13	10	2	...	6	1	4	...	...	...	...	...	590	1057
Craib, J.	27	18	4	4	...	...	7	24	4	41	42	10	7	...	...	...	4	4	6	...	...	...	...	...	235	458		
Ely	...	15	6	33	17	3	...	...	36	19	2	41	23	10	9	...	...	...	14	6	7	...	...	...	...	...	281	440
Freeman	...	3	2	24	1	1	...	...	47	12	2	...	...	...	20	17	3	37	5	...	...	...	...	...	...	104	176	
Golightly	...	7	...	75	38	19	20	...	78	48	12	96	97	37	20	...	...	...	25	11	17	...	...	...	...	731	1133	
Grant	4	1	...	...	...	...	6	4	1	...	...	...	...	...	...	...	4	2	...	...	...	...	...	...	17	33		
Hagen	...	1	5	1	1	...	...	...	1	5	2	...	4	...	...	...	...	...	...	...	...	...	...	...	...	...	27	51
Hobden	1	1	...	...	...	...	...	5	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	29	46		
Hofmeyr	12	5	4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	107	190				
Logie	...	1	3	22	7	...	3	...	11	13	2	35	...	...	5	1	...	...	4	...	...	...	...	...	...	...	143	283
McLaren	4	...	3	7	...	...	37	33	6	30	11	5	...	...	...	6	...	...	...	...	...	...	...	...	370	800		
Milne	...	4	9	68	29	14	19	1	29	23	13	67	17	...	2	...	...	18	7	...	25	2	13	10	...	178	351			
Mitchell	...	2	3	45	28	2	2	1	13	29	11	...	...	...	7	...	...	6	...	7	...	...	...	...	...	...	497	878
Noaks	...	5	7	118	42	18	30	3	51	48	7	34	52	21	9	13	...	12	1	...	...	3	2	10	10	...	41	101		
Porter (acting)	6	2	1	...	...	...	4	9	...	8	6	5	...	...	...	...	...	...	...	...	...	...	...	...	140	199		
Pressly	...	4	3	5	2	1	...	...	36	15	4	32	29	9	...	...	...	...	...	...	...	...	...	...	...	...	8	30
Rein, R.	2	2	...	...	...	...	2	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	255	491		
Rein, T. W.	...	7	5	16	2	3	...	...	64	35	16	39	28	28	...	...	...	...	...	...	...	...	...	...	...	...	199	276
Robertson	3	1	2	...	...	...	38	14	...	23	20	25	8	2	...	...	...	23	7	11	16	6	...	37	105			
Russell	...	10	5	...	...	...	...	...	9	...	5	...	...	...	5	2	...	...	...	...	...	...	...	...	...	...	242	473
Satchel	45	17	4	8	5	...	22	18	2	46	27	2	...	...	...	10	1	13	12	10	...	...	...	...	135	228		
Spurway	...	1	33	9	5	...	...	...	19	19	5	20	9	1	4	...	...	2	...	...	...	...	...	...	...	...	278	540
Theron	52	22	7	...	...	...	17	11	12	32	17	8	9	3	4	9	7	...	27	8	11	11	11	...	18	71		
Tooke	2	3	3	1	1	3	2	3	50	106			
Watermeyer	...	6	12	2	3	...	...	...	10	5	1	...	...	...	2	4	...	...	...	...	5	...	...	...	...	...	244	457
Young	...	1	...	48	19	6	2	5	24	41	13	46	...	...	...	...	15	...	10	7	2	2	3	...	...	...	17	37
Extra Colonial	12	5	7	9			
Private	...	1	...	1	1	1			
Totals, 1904	...	72	68	821	305	120	99	24	4	668	477	130	802	455	196	108	47	7	176	38	30	185	63	76	191	77	14	5253	...			
Totals, 1903	679	314	82	81	20	2	847	398	125	653	374	149	...	69	18	143	13	8	146	33	3	134	3	7	4301	...			
Ttl. No. of Candidates, '04	...	123	146	1948	602	198	294	70	18	1000	600	172	1355	564	247	168	85	11	302	101	38	583	301	203	245	111	22	...	9566			
" " '03	1510	511	149	133	52	9	1053	479	160	1060	461	196	...	117	25	287	32	13	234	61	13	156	8	16	...	6736*			

* Including one Candidate for Advanced Physiology.

C.—TOTAL NUMBER OF CANDIDATES PASSED IN TECHNOLOGICAL AND HIGHER ART EXAMINATIONS, DECEMBER, 1904.

Circuit in Charge of Inspector.	Higher Art.	Applied Mechanics.	Building Construction.		Machine Construction.		Steam.	Apprentices' Woodwork.			Total.	Total No. of Candidates.
			First Year.	Second Year.	First Year.	Second Year.		First Year.	Second Year.	Third Year.		
Bennie ...	8	...	...	...	...	...	...	5	1	2	16	21
Craib, D. ...	20	...	2	3	3	1	...	...	...	...	29	50
Ely ...	...	...	3	...	...	...	...	5	...	6	14	17
Golightly ...	2	...	...	...	...	...	...	...	...	...	12	5
McLaren ...	...	...	...	...	...	...	...	3	5	...	8	31
Milne ...	12	...	...	...	5	2	...	...	...	...	19	37
Noaks ...	...	...	3	1	11	8	...	...	...	...	23	27
Rein, T. W. ...	...	...	...	...	1	...	...	10	4	4	19	21
Satchel ...	...	1	2	1	4	1	1	...	...	...	10	29
Spurway ...	...	...	...	...	...	...	...	6	1	...	7	16
Theron ...	...	...	...	...	...	...	...	...	...	...	...	2
Tooke ...	...	...	...	...	...	...	...	1	1	...	2	16
Young ...	...	...	...	...	3	2	...	...	...	...	5	22
Private ...	...	...	...	...	...	...	...	...	...	...	...	1
Totals ...	42	1	10	5	27	14	1	30	12	12	154	...
Totals, 1903 ...	35	...	13	6	17	10	...	6	...	6	93	...
Total No. of Candidates, 1904 ...	74	3	16	8	64	21	3	68	23	15	...	295
Total No. of Candidates, 1903 ...	49	6	24	6	47	16	...	19	...	6	...	173

D.—SUMMARY OF ENTRIES AND PASSES FOR ALL EXAMINATIONS.

(For Details see the tables on pp. 161b, 162b, 169b, 170b).

Examinations.	Candidates.			Passes.		
	1902.	1903.	1904.	1902.	1903.	1904.
Pupils' Specific Subjects ...	6,068	6,736	9,566	3,853	4,301	5,253
Technological and Higher Art ...	192	173	295	76	93	154
Teachers' ...	1,758	1,857	1,875	1,198	1,058	1,256
Teachers' Specific Subjects ...	733	655	752	541	448	515
Totals ...	8,751	9,421	12,488	5,668	5,900	7,178

8. TEACHERS.

A.—TEACHERS' QUALIFICATIONS FOR YEAR ENDING 30TH SEPTEMBER, 1905.

(Based on Inspection Statistics.)

I. ARRANGED IN DETAIL ACCORDING TO CERTIFICATES

CLASS OF CERTIFICATE.	ACADEMIC.					Total.	Percentage.
	Degree.	Intermediate.	Matriculation.	Other Higher University Diplomas.	No Academic Certificate.		
British Privy Council ...	52	6	9	5	179	251	4.55
Other British Governments' Certificates ...	1	...	...	...	10	11	.20
Other European Governments' Certificates ...	...	...	...	...	8	8	.15
Cape First Class (T. 1) ...	8	...	...	...	...	8	.15
Cape Second Class (T. 2) ...	41	31	156	3	34	265	4.81
Cape Third Class (T. 3) ...	24	20	157	5	2021	2227	40.41
Miscellaneous ...	4	...	3	2	54	63	1.14
Total: Professional Certificates ...	130	57	325	15	2306	2833	51.41
No Professional Certificates ...	53	6	43	3	2573	2678	48.59
Totals ...	183	63	368	18	4879	5511	...
Percentages ...	3.32	1.14	6.68	.33	88.53	...	...

NOTE.—(a) In addition to the Teachers classified above there are 110 Teachers who receive no Grants from the Department. Of these—

23 are Certificated, and 87 are Uncertificated.

7 have Academic Qualifications, and 103 have none.

31 are Male, and 79 are Female.

(b) The total number of Teachers in this and the following Tables of Section 8, viz., 5,511, only includes Teachers in schools inspected during the year ending 30th September, 1905. The total number of Teachers at the end of the year, as shown by the Quarterly Statistics for the Third Quarter, 1905, was 5,942.

II. COMPARISON WITH THE CLASSIFICATION OF TEACHERS' QUALIFICATIONS IN THE PRECEDING YEAR.

TEACHERS HOLDING—	Totals.			Percentages.	
	1905.	1904.	Increase.	1905.	1904.
Specified Certificates:—					
British Privy Council ...	251	243	8	4.55	4.91
Other British Governments' Certificates ...	11	11	...	0.20	0.22
Other European Governments' Certificates ...	8	8	...	0.15	0.16
Cape First Class (T. 1) ...	8	...	8	0.15	...
Cape Second Class (T. 2) ...	265	246	19	4.81	4.97
Cape Third Class (T. 3) ...	2227	1917	310	40.41	38.69
Miscellaneous ...	63	53	10	1.14	1.07

* This number includes 8 Teachers who had passed the whole or a part of the written examination for the First Class Certificate, but who had not taken the practical part of the examination, as compared with 14 last year; to 8 of the 14, First Class Certificates have now been issued.

CERTIFICATE.	Totals.			Percentages.	
	1905.	1904.	Increase.	1905.	1904.
Teachers holding—					
Professional and Academic ...	527	444	83	9.56	8.96
Professional only ...	2,306	2,034	272	41.85	41.06
Total No. holding Professional Certificates ...	2,833	2,478	355	51.41	50.02
No Professional Certificate ...	2,678	2,476	202	48.59	49.98
Academic Certificate only ...	105	101	4	1.90	2.04
Neither Professional nor Academic ...	2,573	2,375	198	46.69	47.94

III.—ARRANGED ACCORDING TO CLASSES OF SCHOOLS.

CLASS OF SCHOOL.	Class of Certificate.						Number of Teachers Certified.	Number of Teachers Uncertificated.	Total.	
	British Privy Council	Other British Governments' Certificates.	Other European Governments' Certificates.	T 1.	T 2.	T 3.				Miscellaneous.
Special ...	5	1	7	...	6	13	11	43	16	59
A1 ...	105	3	...	8	144	271	33	564	81	645
A2 ...	56	1	...	...	61	252	2	372	40	412
A3 ...	36	5	...	...	38	562	4	645	222	867
D ...	2	...	...	...	1	3	...	6	2	8
E ...	7	...	...	...	...	10	...	17	11	28
P.F. ...	7	...	...	...	3	206	...	216	313	529
Poor ...	1	...	...	...	4	146	...	151	130	281
B ...	11	...	1	...	5	457	1	475	913	1,388
C1 ...	14	...	...	...	3	10	5	32	5	37
C ...	7	1	...	...	...	297	7	312	945	1,257
Totals, 1905 ...	251	11	8	8	265	2,227	63	2,833	2,678	5,511
Totals, 1904 ...	243	11	8	...	246	1,917	53	2,478	2,476	4,954
Increase ...	8	...	...	8	19	310	10	355	202	557

IV.—PERCENTAGE OF PROFESSIONALLY QUALIFIED TEACHERS IN THE VARIOUS CLASSES OF SCHOOLS.

CLASS OF SCHOOL.	PERCENTAGE OF TEACHERS CERTIFICATED, 1905.	PERCENTAGE OF TEACHERS CERTIFICATED, 1904.	PERCENTAGE INCREASE.
Special ...	72.88	54.90	17.98
A1 ...	87.44	83.88	3.56
A2 ...	90.29	90.58	- .29
A3 ...	74.39	72.90	1.49
D ...	75.00	57.14	17.86
E ...	60.71	68.00	-7.29
P.F. ...	40.83	46.89	-6.06
Poor ...	53.74	52.61	1.13
B ...	34.22	31.50	2.72
C1 ...	86.49	91.43	-4.94
C ...	24.82	23.78	1.04
Total Percentage of Certificated Teachers...	51.41	50.02	1.39

V.—ARRANGED ACCORDING TO INSPECTORS' CIRCUITS.

Circuit in Charge of Inspector.	No. of Teachers.			Percentage of Certificated Teachers.	
	Certificated.	Uncertificated.	Total.	1905.	1904.
Bartmann ...	60	77	137	43.80	40.60
Bennie ...	126	47	173	72.83	72.30
Craib, D. ...	182	56	238	76.47	73.11
Craib, J. ...	145	65	210	69.05	63.74
Ely ...	100	167	267	37.45	40.17
Freeman ...	90	73	163	55.21	57.86
Golightly ...	185	88	273	67.77	67.07
Grant ...	43	36	79	54.43	66.00
Hagen ...	75	145	220	34.09	31.88
Hobden ...	58	178	236	24.58	20.53
Hofmeyr ...	66	75	141	46.81	42.34
Logie ...	99	122	221	44.80	42.65
McLaren ...	92	205	297	30.98	32.51
Milne ...	140	71	211	66.35	63.64
Mitchell ...	106	68	174	60.92	59.66
Noaks ...	228	93	321	71.03	65.11
Porter (acting) ...	34	162	196	17.35	16.75
Pressly ...	114	119	233	48.93	45.67
Rein, R. ...	41	157	198	20.71	15.14
Rein, T. W. ...	94	102	196	47.96	48.19
Robertson ...	112	45	157	71.34	72.19
Russell ...	62	64	126	49.21	62.67
Satchel ...	124	63	187	66.31	57.83
Spurway ...	79	52	131	60.31	62.71
Theron ...	120	68	188	63.83	64.88
Tooke ...	56	141	197	28.43	26.62
Watermeyer ...	79	80	159	49.69	52.26
Young ...	123	59	182	67.58	59.44
Totals ...	2833	2678	5511	51.41	50.02
SUMMARY :					
Colony Proper ...	2477	1690	4167	...	...
Percentages ...	59.4	40.6	..	59.4	58.10
Native Territories ...	356	988	1344	...	...
Percentages ...	26.5	73.5	...	26.5	24.60

B.—STATISTICS REGARDING SEX OF TEACHERS EMPLOYED
IN STATE-AIDED SCHOOLS, 1905.

I.—ARRANGED ACCORDING TO INSPECTORS' CIRCUITS.
(Based on information given in the Quarterly Attendance Returns.)

CIRCUIT IN CHARGE OF INSPECTOR.	Male.	Female.	Total.	Percentage of Male Teachers.
Bartmann	45	104	149	30.20
Bennie	55	125	180	30.56
Craib, D.	83	162	245	33.88
Craib, J.	64	155	219	29.22
Ely	97	184	281	34.52
Freeman	49	140	189	25.93
Golightly	86	193	279	30.82
Grant	42	70	112	37.50
Hagen	114	116	230	49.57
Hobden	148	115	263	56.27
Hofmeyr	55	117	172	31.98
Logie	84	132	216	38.89
McLaren	130	178	308	42.21
Milne	53	166	219	24.20
Mitchell	62	142	204	30.39
Noaks	70	263	333	21.02
Porter (acting)	113	95	208	54.33
Pressly	99	157	256	38.67
Rein, R.	100	99	199	50.25
Rein, T. W.	84	128	212	39.62
Robertson	40	137	177	22.60
Russell	36	94	130	27.69
Satchel	70	142	212	33.02
Spurway	57	92	149	38.26
Theron	52	154	206	25.24
Tooke	117	115	232	50.43
Watermeyer	41	133	174	23.56
Young	59	129	188	31.38
Totals, 1905	2105	3837	5942	35.43
Do. 1904	1877	3411	5288	35.50
Increase	228	426	654	-0.07
SUMMARY :				
Colony Proper	1383	3119	4502	30.72
Native Territories	722	718	1440	50.14

II.—ARRANGED ACCORDING TO CLASSES OF SCHOOLS.

(Based on Inspection Statistics.)

Class of School.	Male.	Female.	Total.	Percentage of Male Teachers.	
				1905.	1904.
Special	26	26	52	50.00	50.98
A 1	231	421	652	35.43	34.20
A 2	129	283	412	31.31	32.69
A 3	233	634	867	26.87	26.02
D	5	3	8	62.50	100.00
E	20	8	28	71.43	68.00
P.F.	70	459	529	13.23	10.67
Poor	73	208	281	25.98	23.69
B	495	893	1,388	35.66	34.95
C 1	25	12	37	67.57	62.86
C	645	612	1,257	51.31	50.87
Totals, 1905	1952	3559	5511	35.42	...
Do., 1904	1729	3225	4954	...	34.90
Increase	223	334	557	0.52	...

C.—NUMBER OF PUPIL TEACHERS IN TRAINING.

I.—ARRANGED ACCORDING TO INSPECTORS' CIRCUITS.

[N.B.—These figures include those given in the succeeding table.]

CIRCUIT IN CHARGE OF INSPECTOR	First Year.	Second Year.	Third Year.	Total.	
				1905.	1904.
Bartmann	19	15	6	40	38
Bennie	50	35	54	139	112
Craib, D.	39	63	26	128	89
Craib, J.	28	26	12	66	43
Ely	59	28	22	109	114
Freeman	3	12	7	22	19
Golightly	42	70	68	180	181
Grant	7	3	4	14	8
Hagen	48	26	15	89	82
Hobden	23	11	3	37	40
Hofmeyr	19	8	7	34	21
Logie	4	6	6	16	11
McLaren	59	22	12	93	116
Milne	13	17	15	45	52
Mitchell	8	22	11	41	38
Noaks	26	20	29	75	71
Porter (acting) ... ..	...	1	...	1	...
Pressly	34	12	10	56	49
Rein, R.	3	3	...	6	2
Rein, T. W.	107	52	49	208	218
Robertson	14	17	15	46	33
Russell	14	7	6	27	12
Satchel	12	15	12	39	45
Spurway	10	4	13	27	22
Theron	15	27	30	72	60
Tooke	30	7	5	42	41
Watermeyer	10	18	16	44	31
Young	48	23	12	83	105
Totals	744	570	465	1779	1653

II.—NUMBER OF STUDENTS IN TRAINING SCHOOLS,
 AT 30TH SEPTEMBER, 1905.

Name of Training School.	P.T. 1.	P.T. 2.	P.T. 3.	T. 2.	Kinder- garten.	Total, 1905.	Total, 1904.	In- crease.
<i>European :</i>								
<i>School.</i>	<i>Circuit Inspector.</i>							
Cape Town, Normal College	D. Craib	...	...	2	...	2	3	-1
Do. Pupil Teachers' Central Classes	D. Craib	45	43	31	4	123	93	30
Grahamstown	Bennie	34	28	43	13	135	93	42
Wellington	Golightly	27	37	36	13	113	104	9
Totals	...	106	108	110	32	373	293	80
<i>Coloured :</i>								
<i>School.</i>	<i>Denomination.</i>							
Bensonvale	(Wes.) Pressly	25	11	8	...	44	40	4
Blythswood	(U.F.C.) McLaren	51	21	11	...	83	107	-24
Buntingville	(Wes.) Tooke	16	...	...	...	16	12	4
Clarkebury	(do.) Hagen	38	21	15	...	74	67	7
Emgwali	(U.F.C.) Young	32	6	3	...	41	35	6
Engcobo, All Saints'	(Eng. Ch.) Hagen	9	3	...	...	12	15	-3
Healdtown	(Wes.) T. W. Rein	48	15	23	...	86	100	-14
Lovedale	(U.F.C.) T. W. Rein	55	26	21	...	102	105	-3
St. Matthew's	(Eng. Ch.) Ely	26	15	13	...	54	60	-6
Shawbury, Girls'	(Wes.) Hobden	22	10	3	...	35	38	-3
Umtata, St. John's	(Eng. Ch.) Tooke	13	7	4	...	24	29	-5
Totals	...	335	135	101	...	571	608	-37
Grand Totals, 1905...	...	441	243	211	32	944	...	...
Do., 1904...	...	443	233	205	17	...	901	...
Increase ...	...	-2	10	6	15	...	...	43

 III.—NUMBER OF CANDIDATES PASSED IN TEACHERS' EXAMINATIONS,
 DECEMBER, 1904.

ARRANGED ACCORDING TO INSPECTORS' CIRCUITS.

Circuit in Charge of Inspector.	Adult Teachers.					Pupil Teachers.			TOTAL.	Total Number of Candidates entered.	Percentage of Passes.
	First Class.		Second Class.	Kindergarten.		First Year.	Second Year.	Third Year.			
	Part I.	Part II.		Elementary.	Higher.						
Bartmann	...	...	...	...	...	12	10	5	27	32	84.38
Bennie	...	...	...	...	...	24	44	28	101	119	84.03
Craib, D.	...	...	...	...	...	34	16	19	100	124	80.65
Craib, J.	...	...	...	...	...	11	7	14	33	36	91.67
Ely	...	...	...	...	...	28	24	17	72	113	63.72
Freeman	...	...	...	...	...	6	8	2	16	20	80.00
Golightly	...	...	...	...	...	27	56	56	146	184	79.35
Grant	...	...	...	...	...	...	3	2	5	10	50.00
Hagen	...	...	...	...	...	17	14	7	38	85	44.71
Hobden	...	...	...	...	...	4	6	2	12	41	29.27
Hofmeyr	...	...	...	...	...	2	7	5	14	21	66.67
Logie	...	...	...	...	...	3	7	1	13	15	86.67
McLaren	...	...	...	...	...	24	14	10	48	105	45.71
Milne	...	...	...	...	...	9	15	21	55	67	82.09
Mitchell	...	...	...	...	...	9	13	10	32	39	82.05
Noaks	...	...	...	...	...	15	23	27	66	77	85.71
Porter (acting)	...	...	...	...	...	...	...	...	...	...	...
Pressly	...	...	...	...	...	6	14	6	26	47	55.32
Rein, R.	...	...	...	...	...	7	3	3	13	15	86.67
Rein, T. W.	...	...	...	...	...	51	55	31	137	203	67.49
Robertson	...	...	...	...	...	7	10	14	32	36	88.89
Russell	...	...	...	...	...	1	7	4	14	16	87.50
Satchel	...	...	...	...	...	19	11	10	50	65	76.92
Spurway	...	...	...	...	...	2	12	8	22	22	100.00
Theron	...	...	...	...	...	9	28	27	64	68	94.12
Tooke	...	...	...	...	...	7	6	5	19	46	41.30
Watermeyer	...	...	...	...	...	4	13	3	20	23	86.96
Young	...	...	...	...	...	22	9	16	56	77	72.73
Extra Colonial	...	...	...	...	...	11	20	11	42	86	48.84
Private	...	...	...	...	...	3	9	31	45	154	29.16
Total Passes, 1904	4	3	16	48	14	374	464	395	1318	...	...
" " 1903	6	...	22	36	6	387	370	273	1100	...	...
Increase	-2	3	-6	12	8	-13	94	122	218	...	...
Total Entries, 1904	9	5	19	54	17	753	585	504	...	1946	...
" " 1903	10	1	24	45	6	837	526	459	...	1908	...
Increase	-1	4	-5	9	11	-84	59	45	...	38	...
Percentage of Passes, 1904	44.44	60.00	84.21	88.89	82.35	49.67	79.31	78.37	...	...	67.73
" " 1903	60.00	...	91.67	80.00	100.00	46.24	70.34	59.48	...	...	57.65

 IV.—TABLE SHOWING NUMBER OF CERTIFICATES ISSUED AT VACATION
 COURSES HELD DURING THE YEAR, ENDED 30TH SEPTEMBER, 1905.

Name.	1905.	1904.
T 2	21	21
T 3	166	107
P.T. 2 (Native Vacation Courses only)	19	16
Drawing	75	23
Woodwork	27	11
Total	308	178

V.—NUMBER OF CANDIDATES PASSED IN TEACHERS' EXAMINATIONS IN SPECIFIC SUBJECTS, DECEMBER, 1904.

ARRANGED ACCORDING TO INSPECTORS' CIRCUITS.

CIRCUIT IN CHARGE OF INSPECTOR.	Drawing.					Needlework.					Woodwork.			Total No. of Candidates.	No. of School Teacher's Music Certificates Awarded.	
	Freehand.	Geometrical.	Model.	Perspective.	Blackboard.	Total.	Course I.	Course II.	Course III.	Course IV.	Course V.	Total.	Branch I.			Branch II.	Total.
Bartmann	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1
Bennie	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1
Craib, D.	46	37	2	1	14	28	4	...	...	...	...	...	...	...	32	40
Craib, J.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	125	181
Ely	6	...	...	...	...	...	...	...	...	...	...	...	...	...	6	12
Freeman	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2
Golightly	28	16	2	...	8	54	5	...	...	...	...	...	...	...	62	88
Grant	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	10
Hagen	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Hobden	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1
Hofmeyr	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3
Logie	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
McLaren	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Milne	7	7	...	...	14	4	2	2	3	...	11	...	...	...	25	47
Mitchell	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	6
Noaks	2	3	...	...	5	...	...	...	...	...	...	...	...	...	3	3
Porter	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4	9
Pressly	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2	5
Rein, R.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Rein T. W.	7	1	...	...	8	...	...	...	...	...	...	...	...	...	3	8
Robertson	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	16
Satchel	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	63
Spurway	3	...	...	...	3	...	...	...	...	...	...	...	...	...	...	2
Theron	13	6	...	...	4	23	...	...	...	...	...	...	...	...	...	7
Tooke	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1
Watermeyer	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3
Young	3	1	...	...	4	...	...	...	...	...	...	...	...	...	...	3
Extra Colonial	2	6	...	...	8	...	...	...	...	...	...	...	...	...	...	4
Private	11	6	2	...	1	20	24	12	16	23	4	79	10	19	29	128
Total passed, 1904	135	88	7	1	33	264	46	21	18	34	7	126	27	36	63	453
" 1903	63	71	9	4	37	184	53	29	20	42	9	153	37	32	69	406
Total No. of Candidates, 1904	227	147	20	4	49	447	53	23	18	37	7	138	45	51	96	681
Total No. of Candidates, 1903	109	113	26	9	57	314	57	32	34	43	12	178	56	56	112	604

* In the case of Vocal Music the Department has no examination of its own, but recognises the School Teacher's Music Certificate of the Tonic Sol-fa College. The awards of that Certificate are accordingly given; information as to unsuccessful candidates is not available.

9. SCHOOL LIBRARIES.
A.—ARRANGED ACCORDING TO DIVISIONS.

DIVISION.	Sp.	A 1	A 2	A 3	D	E	P.F.	Poor.	B	C1	C	Total.
Aberdeen	1	...	...	...	...	...	...	...	...	1
Albany	2	2	2	8	...	...	...	...	...	...	1	15
Albert	...	1	...	2	...	...	...	...	...	...	...	3
Alexandria	2	...	...	...	1	...	...	...	3
Aliwal North	...	1	1	1	...	...	...	3	...	...	...	6
Barkly East	1	3	...	...	...	...	...	...	...	4
Barkly West	2	...	...	...	...	...	...	...	2
Bathurst	2	2	...	...	...	...	1	...	...	5
Beaufort West	...	2	...	...	...	...	...	1	...	...	...	3
Bedford	...	1	...	1	...	...	...	1	...	...	...	3
Bredasdorp	2	1	...	...	1	...	...	...	...	4
Britstown	2	...	...	...	...	...	...	...	...	2
Caledon	...	1	1	4	...	...	...	1	1	...	...	8
Calvinia	...	1	...	...	...	...	...	...	...	...	...	1
Cape Suburbs and District	...	5	10	21	...	1	4	...	44	...	...	85
Cape Town, Green and Sea Point	4	7	6	11	2	...	...	...	6	...	...	36
Carnarvon
Cathcart	...	1	1	2	...	...	...	...	...	...	...	4
Ceres	...	1	...	...	...	...	...	...	...	...	...	1
Clanwilliam	1	...	...	...	...	...	...	...	...	1
Colesberg	...	1	1	...	...	...	...	...	...	...	...	2
Craddock	...	2	1	...	...	...	...	1	...	...	...	4
East London	...	3	2	4	...	...	...	...	...	...	...	9
Fort Beaufort	...	2	...	1	...	...	...	2	...	1	...	6
Fraserburg	1	...	...	...	...	...	...	...	1
George	...	2	...	4	...	...	...	2	...	...	...	8
Glen Grey	1	...	...	...	...	...	...	...	...
Gordonia	1	...	...	...	...	...	...	...	1
Graaff-Reinet	1	2	1	5	...	...	...	...	...	...	...	9
Hanover	1	...	...	...	...	...	...	...	...	1
Hay	1	...	...	...	...	...	...	...	...	1
Herbert	1	...	...	...	1
Herschel
Hopetown	1	...	...	...	...	...	...	...	1
Humansdorp	1	6	...	...	...	2	...	...	...	9
Jansenville	1	...	...	...	...	...	...	...	...	1
Kenhardt
Kimberley	...	2	2	5	...	...	...	1	...	...	...	10
King William's Town	...	2	3	5	...	...	...	...	1	...	...	11
Knysna	2	3	...	...	...	5	...	...	...	10
Komgha	...	1	...	1	...	...	...	...	...	...	...	2
Ladismith	...	1	...	2	...	...	...	...	...	...	...	3
Mafeking	1	...	...	...	...	...	...	...	...	1
Malmesbury	...	3	4	3	...	...	1	...	1	...	...	12
Middelburg	...	1	...	2	...	...	...	...	...	...	...	3
Molteno	1	3	...	...	...	1	...	...	...	5
Mossel Bay	...	2	...	8	...	...	...	2	...	...	...	12
Murraysburg	...	1	...	...	...	...	...	...	...	...	...	1
Namaqualand	1	1	...	...	...	3	...	...	5
Oudtshoorn	...	2	...	14	...	...	...	1	1	...	...	18
Paarl	1	7	8	2	...	...	...	1	...	...	...	19
Peddie	1	1	...	...	...	...	...	...	1	3
Philipsdorp	1	...	...	...	...	...	...	...	...	1
Piquetberg	2	1	...	...	...	...	...	...	...	3
Port Elizabeth	...	3	3	7	...	...	...	...	...	...	...	13
Prieska	1	...	...	...	...	...	...	...	1
Prince Albert	...	1	...	1	...	...	...	2	...	...	...	4
Queenstown	...	2	1	4	...	...	...	...	...	...	...	7
Richmond	...	1	...	...	...	...	...	...	...	...	...	1
Riversdale	...	2	...	1	...	...	...	...	1	...	...	4
Robertson	...	2	1	2	...	...	...	1	...	...	...	6
Somerset East	...	2	...	3	...	...	...	...	...	...	...	5
Stellenbosch	1	4	1	6	...	...	...	...	...	...	...	12
Steynsburg
Stockenstrom	1	3	...	...	...	1	...	...	...	5
Stutterheim	1	...	...	...	...	...	1	1	...	3
Sutherland
Swellendam	...	1	1	1	...	...	...	1	1	...	...	5
Tarka	...	2	...	...	...	...	...	...	...	...	...	2
Tulbagh	1	1	...	...	...	...	...	...	...	2
Uitenhage	...	2	...	4	...	...	...	...	1	...	...	7
Uniondale	1	3	...	...	...	1	...	...	...	5
Van Rhyndorp	1	...	...	...	...	...	...	...	...	1
Victoria East	1	...	...	...	...	...	3	1	2	7
Victoria West	...	1	...	2	...	...	...	...	...	...	...	3
Vryburg	1	...	...	...	...	...	1	...	...	2
Willowmore	1	...	...	...	...	...	...	...	...	1
Wodehouse	...	1	...	2	...	...	...	...	...	...	...	3
Worcester	1	2	1	12	...	...	...	...	...	...	...	16
Total	10	83	79	188	3	1	6	32	64	4	5	475

MAGISTRACY.	Sp.	A 1	A 2	A 3	D	E	P.F.	Poor.	B	C1	C	Total.
Bizana
Butterworth	1	...	...	...	...	...	...	...	...	...	1
Elliot	1	...	...	...	...	...	...	...	1
Elliotdale
Engcobo	1	...	...	...	...	...	...	...	1
Flagstaff
Idutywa	1	...	...	...	...	...	...	...	...	...	1
Kentani
Libode
Lusikisiki
Maclear	3	...	...	...	...	...	...	...	3
Matatiele	1	1	...	...	...	...	...	...	...	...	2
Mount Ayliff
Mount Currie	1	...	...	...	...	...	...	...	...	...	1
Mount Fletcher	1	...	...	...	...	...	...	...	...	1
Mount Frere	1	...	...	...	...	...	1
Mqanduli
Ngqeleni
Nqamakwe	1	...	...	1
Ntabankulu
Port St. John's	1	...	...	...	...	...	...	...	...	1
Qumbu
St. Mark's	2	...	...	...	...	...	...	...	...	2
Tsolo	1	...	...	...	...	...	...	...	...	...	1
Tsomo
Umtata	1	...	...	...	...	...	1	1	...	...	3
Umzinkulu
Walfish Bay
Willowvale
Xalanga	1	...	...	...	...	...	...	...	...	...	1
Total for Territories	2	4	11	...	...	1	1	...	2	...	21
Do. Colony ...	10	83	79	188	3	1	6	32	64	4	5	475
Totals, 1905 ...	10	85	83	199	3	1	7	33	64	6	5	496
Do. 1904 ...	9	78	84	176	2	...	5	26	56	5	5	446
Increase ...	1	7	-1	23	1	1	2	7	8	1	...	50

B.—ARRANGED ACCORDING TO INSPECTORS' CIRCUITS AND CLASSES OF SCHOOLS.

Circuit in Charge of Inspector.	Sp.	A 1	A 2	A 3	D	E	P.F.	Poor	B	C1	C	Total, 1905.	Total, 1904.	Increase.
Bartmann ...	...	4	12	...	...	...	...	8	...	...	...	24	20	4
Bennie ...	2	3	4	13	...	...	...	2	1	...	...	26	26	...
Craib, D. ...	4	7	6	11	2	...	...	...	6	...	...	36	31	5
Craib, J. ...	1	6	2	8	...	...	...	1	...	...	...	18	15	3
Ely ...	...	2	3	5	...	...	...	...	...	1	...	11	11	...
Freeman ...	3	3	1	...	...	...	...	3	...	...	...	10	9	1
Golightly ...	1	10	12	5	...	...	1	1	1	...	...	31	28	3
Grant ...	...	3	4	...	...	...	...	1	...	...	...	8	6	2
Hagen ...	...	1	4	...	...	...	...	...	...	...	...	5	2	3
Hobden ...	...	...	4	...	...	1	...	...	...	...	...	5	4	1
Hofmeyr ...	...	5	3	1	...	...	...	3	...	...	...	12	13	-1
Logie ...	4	1	4	...	...	...	...	...	...	...	...	9	9	...
McLaren ...	1	...	...	...	...	...	...	...	1	...	...	2	2	...
Milne ...	5	3	11	...	...	...	...	1	...	...	...	20	19	1
Mitchell ...	6	...	26	...	...	...	5	1	...	...	...	38	32	6
Noaks ...	5	10	21	...	1	4	...	44	...	...	...	85	80	5
Porter (Acting) ...	...	1	...	...	...	...	...	...	...	...	...	1	1	...
Pressly ...	2	2	6	...	...	...	3	...	...	...	...	13	12	1
Rein, R. ...	...	2	1	...	...	...	...	...	...	...	...	3	3	...
Rein, T. W. ...	2	3	5	...	...	...	3	3	2	3	...	21	16	5
Robertson ...	1	5	2	14	...	...	1	...	...	...	...	23	21	2
Russell ...	4	...	3	...	...	...	...	...	...	...	...	7	6	1
Satchel ...	2	4	7	...	...	...	1	1	...	...	...	15	13	2
Spurway ...	3	3	7	...	...	...	1	...	...	...	...	14	15	-1
Theron ...	1	5	4	11	...	1	1	1	...	...	...	24	20	4
Tooke ...	1	...	2	...	...	...	1	...	1	...	...	5	4	-1
Watermeyer ...	4	1	4	...	...	...	1	2	...	...	...	12	11	1
Young ...	5	4	7	...	...	...	...	...	1	1	...	18	17	1
Totals, 1905 ...	10	85	83	199	3	1	7	33	64	6	5	496	...	...
Do., 1904 ...	9	78	84	176	2	...	5	26	56	5	5	...	446	...
Increase ...	1	7	-1	23	1	1	2	7	8	...	...	...	...	50
Total No. of Schools in operation 30th September, 1905 ...	19	85	96	634	4	24	565	262	697	11	701	3,098	2,801	297

10. BUILDINGS.

A.—LIST OF LOANS ISSUED (IN WHOLE OR IN PART) DURING THE PERIOD 1ST JULY, 1904, TO 30TH SEPTEMBER, 1905.

Aliwal North... ..	Aliwal North, A 1	£2,600
Bedford	Bedford, A 1	496
Cape Town, Green and Sea Point... ..	S.A. College	20,000
Do.	Tamboer's Kloof, A 2	233
Cape Suburbs and District	Rondebosch Boys' High School, A 1	9,500
Do.	Observatory Road, A 2... ..	1,939
Graaff-Reinet	Boys' High School, A 1	20,500
Do.	New Bethesda, A 2	193
Hanover	Hanover, A 2	2,200
Hopetown	Hopetown, A 2	2,718
Kimberley	New Main Street, A 2	604
Do.	Warrenton, A 3	180
Do.	Stockdale Street, Poor	110
King William's Town	K.W.T., The Don, Poor	800
Malmesbury	Darling, A 2	377
Paarl	French Hoek High School, A 1	1,250
Philipstown	Philipstown, A 2	2,600
Stellenbosch	Rhenish Girls', A 1	10,200
Total		£76,500

B.—LIST OF LOANS RECOMMENDED FOR ISSUE IN PERIOD 1ST JULY, 1903, TO 30TH JUNE, 1904, BUT IN RESPECT OF WHICH NO PAYMENT HAD BEEN MADE UP TO 30TH SEPTEMBER, 1905.

Caledon	Caledon, A 1	£2,500
Cape Suburbs and District... ..	Rondebosch Girls' High School, A 1	4,578
Graaff-Reinet	Graaff-Reinet Boys' High School, A 1	850
King William's Town	K. W. T. Girls', A 1	2,000
Oudtshoorn	Oudtshoorn Girls', A 1	6,500
Port Elizabeth	P.E. Girls' High School, A 1	20,000
Queenstown	Queenstown Public Schools	850
Stutterheim	Stutterheim, A 2	4,009
Xalanga	Cala, A 2	2,500
Total		£43,787

C.—SCHOOL LOANS RECOMMENDED.

1st July, 1904, to 30th September, 1905.

	£	s.	d.	
Albany	Grahamstown, Elementary, A 3	2,000	0	0
Do.	Salem, A 3	300	0	0
Aliwal North... ..	Jamestown, A 3	285	0	0
Barkly East	Rhodes, A 3	300	0	0
Beaufort West	Beaufort West, Boys', A 1	300	0	0
Caledon	Caledon, A 1	400	0	0
Cape Town, Green and Sea Point... ..	East End, A 2	1,000	0	0
Do.	Sea Point, Boys' High School, A 1	750	0	0
Do.	Tamboer's Kloof, A 2	3,500	0	0
Cape Suburbs and District... ..	Mowbray, A 2	10,800	0	0
Do.	Plumstead, A 2	400	13	0
Do.	Retreat, A 3	2,500	0	0
Colesberg	Colesberg, A 1	345	0	0
East London	East London East, Boys' High School, A 1... ..	4,500	0	0
George	George, Boys' High School, A 1	283	18	4
Do.	Do. Girls', A 1	3,800	0	0
Kenhardt	Kenhardt, A 3	600	0	0
Kimberley	Kimberley, Girls' High School, A 1	3,375	0	0
Do.	Do.	639	14	7
Do.	Belgravia, Preparatory... ..	3,050	0	0
Carried Forward		£39,129	5	11

C.—SCHOOL LOANS RECOMMENDED—(continued).

		£		s.		d.	
	Brought forward						
Kimberley	...	New Main Street, A 2	39,129	5	11		
King William's Town	...	King William's Town Girls', A 1	217	0	0		
Do.	...	Cambridge Road, A 2	3,000	0	0		
Do.	...	Frankfort, A 3	1,350	0	0		
Malmesbury	...	Riebeeck West, A 2	834	0	0		
Do.	...	Vredenburg, A 3	2,200	0	0		
Oudtshoorn	...	Oudtshoorn Boys', A 1	1,250	0	0		
Do.	...	Do. Girls' A 1	8,500	0	0		
Do.	...	Do. Do.	7,500	0	0		
Paarl	...	Do. Do.	3,250	0	0		
Do.	...	Lower Paarl, Huguenot High School, A 1	442	0	0		
Do.	...	Wellington Boys' High School, A 1	592	0	0		
Do.	...	Do. Girls' Do., A 1	1,700	0	0		
Philipstown	...	Petrusville, A 2	3,963	0	0		
Prieska	...	Prieska, A 3	1,600	0	0		
Queenstown	...	Queenstown, Boys', A 1	600	0	0		
Riversdale	...	Riversdale, Boys', A 1	5,000	0	0		
Robertson	...	Robertson High School, A 1	1,250	0	0		
Somerset East	...	Somerset East, Girls', A 1	700	0	0		
Do.	...	Do. Do.	5,000	0	0		
Do.	...	Do. Poor	1,155	0	0		
Stellenbosch	...	Somerset West, A 1	1,200	0	0		
Do.	...	Somerset Strand, A 2	100	0	0		
Steynsburg	...	Steynsburg, A 2	4,500	0	0		
Tulbagh	...	Tulbagh, A 1	3,000	0	0		
Uitenhage	...	Uitenhage Boys' High School, A 1	4,300	0	0		
Do.	...	Dolley Memorial, A 3	2,000	0	0		
Worcester	...	Wilge River, A 3	527	0	0		
		Total	£104,859	5	11		

D.—LIST OF FREE BUILDING GRANTS ISSUED IN WHOLE OR IN PART DURING THE PERIOD 1ST JULY, 1904, TO 30TH SEPTEMBER, 1905.

Albany	...	Grahamstown, Elementary, A 3	£400
Barkly East	...	Barkly East, Poor	400
Hay	...	Niekerk's Hope, A 3	400
King William's Town	...	K.W.T., The Don, Poor	400
Oudtshoorn	...	*Molen River, Poor	137
Somerset East	...	Somerset East, Poor	400
Stutterheim	...	Isidenge, A 3	170
Swellendam	...	Buffeljagt's River, A 3	400
Uniondale	...	Warmbad, Poor	325
Elliot	...	Embokotwa Poor	400
Do.	...	Gubenxa, Poor	350
St. Mark's	...	Cofimvaba, A 3	200
		Total	£3,982

* Temporary Structure.

11. COLLEGES.

TABLE SHOWING (a) No. OF LECTURERS, AND (b) No. OF STUDENTS IN THE VARIOUS COURSES AT 30TH SEPTEMBER, 1905.

NAME OF COLLEGE.	Lecturers.	ARTS COURSE.						MINING COURSE.				Law Course.	Survey Course.	Miscellaneous.	Medical Course, I. Year.	ENGINEERING COURSE.		TOTAL.	
		Matric.		Intermediate.	B.A.		M.A.	I. Year.	II. Year.	III. Year.	IV. Year.					I. Year.	II. Year.	1905.	1904.
		Junior.	Senior.		Liter.	Science.													
	
Cape Town, South African College	26	...	...	48	24	22	2	8	16	...	...	103	27	17	4	5	5	275 ^o	276 [†]
Grahamstown, Rhodes' College	11	...	...	9	4	4	...	...	...	...	...	7	30	4	...	...	...	58	47
Rondebosch, Diocesan College	5	...	32	10	1	2	1	...	...	...	...	17	15	1	...	...	...	79	82
Stellenbosch, Victoria College	16	...	...	90	30	17	4	3	2	...	...	...	12	33	5	...	...	196	121
Wellington, Huguenot Ladies' College	6	...	...	19	4	2	...	...	...	...	...	...	...	...	...	...	...	25	25
Totals, 1905	64	...	32	176	63	47	7	11	18	...	...	127	84	55	9	5	5	633 ^o	...
Totals, 1904	54	...	40	131	54	43	2	17	24	...	...	131	81	36	...	...	...	...	551 [†]
Increase	10	...	-8	45	9	4	5	-6	-6	...	...	-4	3	19	9	5	5	...	82

^o Six Students take two courses.

[†] Eight Students take more than one course.

12. FINANCE.

(ADDITIONAL INFORMATION WILL BE FOUND IN ANNEXURE III.)

The figures given under "Total Rate of Government Grant" and "Total Rate of Local Contribution" are the sums of the rates per annum at which the grants and local contributions were being paid at the time of the Inspection; the figures given under "Government Grant" include all annual grants to the various schools, but the "Local Contribution" is only that devoted to teachers' salaries, the remainder of the local expenditure on schools not being reported to the Department.

Class of School.	Total Rate of Government Grant.			Total Rate of Local Contribution.			Teachers with Free			Cost to Government per Pupil Examined.		
	£	s.	d.	£	s.	d.	Board.	House.	Land.	Highest.	Lowest.	Average.
Sp.	11,701	17	0	5,094	4	7	29	...	...	30	0	0
A 1	74,437	10	3	60,401	19	0	115	27	...	12	8	11
A 2	35,258	1	9	26,048	5	4	12	43	...	10	17	7
A 3	50,440	16	6	36,540	4	10	260	126	11	7	15	0
D	758	0	0	915	10	0	7	3	...	3	19	10
E	610	0	0	835	2	6	...	...	...	6	5	0
P.F.	11,916	16	3	11,227	9	6	505	5	...	6	10	0
Poor	18,373	11	8	3,323	12	0	158	29	3	9	12	0
B	33,700	3	4	23,480	5	2	192	264	126	2	17	1
C1	5,246	0	0	3,559	12	0	14	17	6	15	17	1
C	27,695	0	0	15,867	6	6	138	183	206	26	3	2
Totals...	270,137	16	9	187,293	11	5	1,430	697	352	30	0	0
„ 1904	229,109	11	8	165,285	6	8	1,217	600	272	33	6	8
										0	4	7
										0	2	10
										1	15	4
										1	13	4

13. INDUSTRIAL SCHOOLS AND DEPARTMENTS.

TABLE SHOWING NUMBER OF PUPILS UNDER INSTRUCTION IN THE DIFFERENT BRANCHES, AT 30TH SEPTEMBER, 1905.

(a) BOYS.

SCHOOL.	Class.	Blacksmiths.	Bookbinders.	Carpenters.	Farmers.	Gardeners.	Housework.	Masons.	Printers.	Shoemakers.	Tailors.	Wagon-makers.	Miscellaneous.	No. of individual Pupils, 1904.	
														No. of individual Pupils.	No. of individual Pupils.
<i>European :</i>															
Cape Town, Salesian Institute	Sp.	...	12	15	...	...	...	...	22	6	12	...	4	71	57
Stellenbosch	Sp.	...	...	34	...	4	...	...	3	...	...	...	...	37	27
Uitenhage	Sp.	10	...	22	...	77	...	...	...	14	9	22	...	77	79
<i>Coloured :</i>															
Bensonvale (Wes.)	C	...	...	11	...	...	...	...	...	...	...	...	...	11	...
Blythwood (U.F.C.)	C	...	...	26	...	...	...	...	...	...	...	...	...	26	25
Butterworth (Wes.)	C	...	...	22	...	...	...	...	...	...	...	...	...	22	24
Clarkebury (do.)	C	...	...	19	...	...	3	...	12	...	...	...	...	34	31
Grahamstown (Eng. Ch.)	C	...	...	15	20	4	...	...	...	...	...	...	...	39	39
Lovedale (U.F.C.)	C	...	5	58	...	...	...	15	...	9	9	9	...	96	41
Umtata (Eng. Ch.)	C	...	...	17	...	...	...	...	...	...	...	...	...	17	16
Vryburg : Tigerkloof (L.M.S.)	C	...	...	20	...	20	...	...	...	...	...	...	...	20	18
Totals, 1905	...	...	10	17	225	34	97	8	23	37	35	21	31	13	450
Totals, 1904	...	...	10	17	201	21	98	5	21	37	36	17	23	1	357

* These are Industrial Departments in connection with the Schools whose names are given.

13. INDUSTRIAL SCHOOLS—continued.

TABLE SHOWING NUMBER OF PUPILS UNDER INSTRUCTION IN THE DIFFERENT BRANCHES, AT 30TH SEPTEMBER, 1905.

(b) GIRLS.

SCHOOL.	Class.	Cookery.	Dressmaking.	Housework.	Laundrywork.	Needlework.	Miscellaneous.	No. of individual Pupils, 1904.	
								No. of individual Pupils.	No. of individual Pupils.
<i>European :</i>									
*C. T. Good Hope Seminary High School	A 1	9	...	...	...	...	...	9	...
*George, Girls'	A 1	...	9	...	...	...	...	9	...
Graaff-Reinet	Sp.	...	...	30	...	30	...	30	31
*Grahamstown, Douglas	A 3	13	...	...	12	16	...	41	...
Do. Elementary	A 3	4	...	...	...	2	...	6	...
Do. Housekeeping School	Sp.	8	...	8	15	17	...	32	76
Do. St. Joseph's, Girls (R.C.)	A 3	3	...	...	...	...	...	3	...
Do. St. Peter's (Eng. Ch.)	A 3	34	...	...	...	2	...	36	...
*Green and Sea Point, Girls'	A 1	9	...	...	...	...	...	9	...
*Port Elizabeth, Erica	A 1	81	...	...	...	...	...	81	84
*Simonstown High School (S.)	A 1	25	...	...	...	...	...	25	...
*Stellenbosch (Rhenish)	A 1	...	...	...	...	...	...	...	9
Wellington	Sp.	48	...	48	48	48	...	48	36
*Wynberg Girls' High School	A 1	23	...	...	...	...	...	23	...
<i>Coloured :</i>									
Blythwood (U.F.C.)	C	16	2	16	16	16	...	16	19
*Cape Town School of Industry (Eng. Ch.)	B	14	...	...	...	...	...	14	...
*Emgwali (U.F.C.)	C	10	40	10	10	40	...	40	14
Grahamstown (Eng. Ch.)	C	6	...	21	22	22	...	22	30
Lovedale (U.F.C.)	C	49	...	49	49	49	4	53	39
*Peddie, Ayliff Inst. (Wes.)	C	...	...	22	29	29	...	29	57
*Port Elizabeth, St. Mark's (Eng. Ch.)	B	...	...	...	34	34	...	34	77
Totals, 1905	...	354	51	204	235	305	4	560	...
Totals, 1904	...	232	70	216	187	289	...	...	472

* These are Industrial Departments in connection with the Schools whose names are given.

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1. State Expenditure for Public Education	3c, 4c
2. Pupil-teachers' Fund	5c
3. Pensions Granted	6c
4. Good Service List	7c-21c

1. STATEMENT OF EXPENDITURE FOR PUBLIC EDUCATION FOR THE FINANCIAL YEAR ENDED 30th JUNE, 1905.

	£	s.	d.	£	s.	d.
A.—OFFICE :						
Staff—Salaries	8,677	19	2			
Contingencies	622	10	5			
	9,300			9	7	
B.—INSPECTORATE :						
Regular Staff—Salaries	13,766	16	9			
Do. Travelling Expenses	12,557	6	0			
Casual	312	10	0			
	26,636			12	9	
C.—HIGHER EDUCATION :						
University, Cape of Good Hope :						
1. For general purposes	2,750	0	0			
2. School and College Bursaries	400	0	0			
3. Queen Victoria Scholarships (Provided for by Act No. 22 of 1902)	900	0	0			
South African College (Special Grant, Ordinance No. 11 of 1837)	400	0	0			
Colleges :						
1. Salaries	11,296	10	0			
2. Merit Grants	1,870	15	10			
3. Chemicals and other Expenses	2,004	13	10			
School of Mines, Kimberley :						
1. Salaries	416	5	2			
Agricultural School, Stellenbosch :						
1. Salaries	1,983	10	4			
2. For the general purposes of the Institution	2,743	9	7			
	24,765			4	9	
D.—TRAINING OF TEACHERS :						
Educational Museum and Library	66	16	2			
Instructors in Drawing	500	0	0			
Do. Singing	700	0	0			
Do. of Pupil-teachers	780	0	0			
Do. Woodwork	800	0	0			
Do. in Physical Exercises	30	0	0			
Do. Elocution	3	10	0			
Instructresses in Needlework	579	3	4			
Do. Kindergarten	875	0	0			
Do. Domestic Economy	282	5	2			
Vacation Courses :						
1. Fees to Lecturers	989	17	6			
2. Travelling Expenses of Lecturers attending the Vacation Courses	1,351	1	2			
3. Books and Materials supplied for the use of the Training Classes during the Vaca- tion Courses	594	18	0			
	2,935			16	8	
Carried forward	£7,552			11	4	

[G. 5—1906.]

	£	s.	d.	£	s.	d.
Brought forward ...	7,552	11	4			
Institutions for Training of Teachers	6,782	0	10			
Pupil-teachers	14,800	11	3			
Allowances to Principals on passing Pupil-teachers...	1,806	12	6			
Examination for Certificates	1,646	14	1			
Do. in Science, Art, and Manual Training	957	11	3			
Expenses of Competitions and Exhibitions of Manual Work, Singing, and Writing	322	11	9			
Pupil-teachers' Institute and School of Art, Cape Town—Furniture, Fittings, and other Expenses	811	3	7			
Travelling Expenses of Departmental Instructors and Instructresses	2,526	1	9			
Pupil-teachers' Monthly Railway and Tram Fares ...	194	10	4			
				37,400	8	8

E.—SCHOOLS :

Undenominational Public Schools	133,740	12	11			
Church A 3 Schools	8,089	11	8			
Boarding Schools and Boarding Departments ...	5,148	15	0			
Poor Schools	19,733	15	0			
Private Farm Schools	11,013	18	3			
Trade Schools for Poor Whites	1,541	0	0			
Art Schools	649	3	4			
Native Industrial Institutions	3,014	13	5			
Mission Schools	68,624	13	8			
Evening Schools	976	13	1			
Trade Classes in connection with Day Schools ...	472	17	3			
Schools for Defective Children	1,304	1	3			
Maintenance Grants for Boarders and School Fees for Indigent Children	12,665	10	4			
Good Service Allowances	17,186	4	5			
Grant to supplement Teachers' Pension Fund ...	3,000	0	0			
School Buildings in Poor Districts	3,247	1	3			
Inspection of School Buildings	4	7	0			
Temporary School Structures	257	19	4			
Preparation of Play Grounds	34	5	11			
Refund of Bond and Transfer Expenses in respect of Loans raised under Act No. 11 of 1882	144	5	9			
Rent of Land and Buildings for School Purposes	10,120	1	11			
Erection of Out Offices... ..	170	16	2			
Interest and Sinking Fund Charges on Building Loans	18,068	10	8			
Books, Apparatus, &c., &c.	18,254	5	5			
Travelling Expenses of Teachers on Appointment ...	628	3	7			
Travelling Expenses of Geological Classes	11	6	2			
Travelling Expenses of Teachers attending Con- ferences and Association Meetings	97	17	3			
Repairs and Fencing of School Buildings	2,556	6	11			
Interest on Private Temporary Loans to Schools pending issue of Government Loans	1,479	16	4			
General Maintenance to Schools	7,456	16	6			
				349,693	9	9
Total	£447,796	5	6			

2. PUPIL-TEACHERS' FUND.

	£	s.	d.		£	s.	d.
1904.							
July. To Balance	619	15	11	September Quarter, by Allowances to Pupil-Teachers	51	0	0
Aug. Interest Received from the Master of the Supreme Court	168	2	1	December Do. do. do.	79	6	8
1905.				1905.			
Mar. Do. Do. ...	168	2	1	Mar. Do. do. do. ...	72	3	4
				June Do. do. do. ...	101	13	4
				Balance on the 30th June, 1905	651	16	9
	£956	0	1		£956	0	1

PUPIL-TEACHERS' FUND.

The Capital Sums of the "Slave Compensation" and "Bible and School Commission" Funds are held in trust (Education Act, No. 13 of 1865, Section II.), the Interest on which is appropriated to the payment and training of Pupil-Teachers in Mission Schools.

3. PENSIONS GRANTED.

Under the provisions of the Teachers' Pension and Fund Act, No. 43 of 1887, the following Pensions to Teachers have been approved:—

	Amount.	Date.
Arends, Isaac ...	£30 0 0	1st January, 1898.
Baker, George ...	52 10 0	1st July, 1894.
Bergsteedt, Martha S. ...	24 0 0	1st January, 1897.
Beswick, Fredk. B.A. (Rev.) ...	140 0 0	1st July, 1899.
Benkman, Petrus ...	21 0 0	1st January, 1890.
Bond, Maria ...	52 10 0	1st January, 1894.
Breach, William ...	24 0 0	1st July, 1895.
Brown, Eleanor L. Y. ...	60 0 0	1st October, 1900.
Bruce, W. R. ...	48 0 0	1st April, 1902.
Buchanan, Catherine ...	52 0 0	1st October, 1892.
Burbidge, G. T. (Rev.) ...	87 0 0	1st December, 1902.
Byrnes, Nanno ...	21 0 0	1st October, 1891.
Calder, Sarah A. ...	21 0 0	1st July, 1893.
Cats, Jacob... ...	52 10 0	1st January, 1896.
Dale, Robert ...	70 6 3	1st January, 1899.
De Smidt, J. H. ...	48 0 0	1st July, 1901.
De Villiers, Elizabeth ...	21 0 0	1st May, 1889.
De Vos, A. P. ...	45 10 0	1st January, 1903.
Dwashu, David ...	21 0 0	1st January, 1894.
Ebeling, A. M. ...	33 12 0	1st April, 1902.
Ferguson, Abby P. ...	70 0 0	1st January, 1898.
Gie, Coenraad J. C. ...	42 0 0	1st April, 1898.
Godden, T. W. ...	42 0 0	1st April, 1904.
Griffiths, Maria S....	27 0 0	1st April, 1898.
Groenewald, Theophilus ...	24 0 0	1st July, 1891.
Hahn, Johannes S. ...	21 0 0	1st August, 1896.
Harris, A. V. ...	45 0 0	1st April, 1902.
Hendrickse, Johanna M. ...	24 0 0	1st July, 1904.
Hoek, Jacob ...	52 10 0	1st July, 1893.
Hutchinson, G. P. ...	80 0 0	1st October, 1902.
Immelman, C. J. ...	59 10 0	1st October, 1901.
Jager, N. ...	24 0 0	1st January, 1902.
Kidd, Constance Emily ...	45 0 0	1st July, 1892.
Kikillus, Johann ...	18 0 0	1st July, 1898.
Kildasi, Henry C. ...	21 0 0	1st August, 1895.
Klinck, J. D. ...	45 0 0	1st April, 1902.
Lauwrence, Elizabeth ...	24 0 0	1st July, 1904.
Leipoldt, Maria C. ...	24 0 0	1st January, 1902.
Le Roux, Abraham ...	24 0 0	1st July, 1898.
Loman, Brother ...	21 0 0	1st January, 1895.
Marsh, E. ...	24 0 0	1st January, 1902.
Mashiyi, F. ...	15 15 0	1st October, 1903.
Mashiyi, H.... ...	21 0 0	1st October, 1901.
McCormick, R. ...	87 10 0	1st July, 1895.
McIntyre, F. ...	87 10 0	1st April, 1889.
Mooney, J. E. ...	45 0 0	1st December, 1896.
Nicol, Matthew ...	70 0 0	1st July, 1898.
Nixon, Henry, B.A. ...	75 0 0	9th August, 1888.
Oliver, O. J. ...	105 0 0	1st July, 1904.
Olthoff, Sarah H. ...	21 0 0	1st October, 1901.
Peters, T. H. (Rev.) ...	70 0 0	1st October, 1900.
Pfeiffer, P. S. ...	24 0 0	1st July, 1896.
Piet, William ...	24 0 0	1st January, 1898.
Quail, John ...	52 10 0	1st July, 1900.
Raymond, Mary ...	42 0 0	1st January, 1900.
Rosenow, C. F. G....	120 0 0	1st April, 1904.
Rossouw, Elizabeth H. ...	52 10 0	1st July, 1904.
Roux, D. G. ...	60 0 0	1st January, 1902.
Schuld, Sarah J. ...	21 0 0	1st January, 1895.
Smith, George ...	42 0 0	1st January, 1902.
Stucki, C. M. ...	100 0 0	1st January, 1903.
Uys, J. ...	24 0 0	1st January, 1903.
Van Coppenhagen, G. ...	70 0 0	1st July, 1901.
Van der Horst, S. J. ...	56 0 0	1st April, 1904.
Van Heerde, G. L....	59 10 0	1st April, 1898.
Van Niekerk, Johanna ...	35 0 0	1st January, 1898.
Van Niekerk, Susanna J. ...	63 0 0	1st January, 1901.
Venn, Catherine ...	18 0 0	1st May, 1901.
Waite, Grace C. ...	35 0 0	1st April, 1904.
Weisbecker, Frances ...	18 0 0	1st January, 1897.
Wilson, Thomas ...	70 0 0	1st April, 1899.
Wilson, George ...	50 0 0	1st July, 1899.

4. GOOD SERVICE LIST.

ARRANGED ACCORDING TO INSPECTORS' CIRCUITS.

NAME.	SCHOOL.	MONTH WHEN DUE.
INSPECTOR BARTMANN'S CIRCUIT.		
Armstrong, Miss A. J.	Knysna, Belvidere (E.C) B.	August.
Austen, H. H.	Humansdorp, Cambria, A 3.	March.
Frylinck, D. E.	Uniondale, A 2.	September.
Groenewald, M.	Uniondale, Haarlem (Berl.) B.	May.
Le Roux, A.	Knysna, Pisang River, Poor.	December.
Louis, E.	Humansdorp, Clarkson (Mor.) B.	April.
Marais, Miss A. C.	Humansdorp, A 2.	September.
Mathee, Mrs. L.	Humansdorp, Boschkraal, A 3.	July.
Metelerkamp, Miss M.	Knysna, A 2.	June.
Nel, L. F.	Knysna, Wittedrift, A 2.	July.
Schoones, Miss M. E.	Uniondale, A 2	June.
Thesen, Miss L. J.	Knysna, Bracken Hill, A 3.	March.
Van Huyssteen, Miss J. H.	Humansdorp, Zuuranijs, A 3.	...
Van Huyssteen, Miss A. M.	Knysna Old Place, Poor.	June.
Van Schalkwijk, W. J. D.	Knysna, Leeuwbosch, Poor.	Do.
Varnfield, G.	Humansdorp, Eerste River, Poor.	December.
INSPECTOR BENNIE'S CIRCUIT.		
Allen, Sister Anna	Grahamstown, Girls' Industrial, C.	...
Batho, Sister Ethel G.	Grahamstown Training College, Sp.	January.
Benu, Miss Ethel J.	Grahamstown, Girls, A 1.	December.
Cooke, H. S.	Grahamstown, St. Peter's (E.C.) A 3.	September.
Evans, Rev. E. G.	Albany, Kariega Valley, A 3.	June.
Glennie, Miss M.	Grahamstown, Girls' A 1.	December.
Hayward, Miss E. H. B.	Bathurst, Melville, P.F.	...
Helm, Miss B. I.	Grahamstown (Ind) B.	June.
Jefferys, Miss Lucy	Grahamstown, Douglas (E.C.) A 3.	December.
Joseph, Sister M.	Bedford, St. Joseph's (R.C.) A 3.	June.
Linney, Miss S. A.	Grahamstown (Ind.) B.	Do.
MacCuaig, A.	Bathurst, A 2.	December.
Mingay, Miss L. L.	Bedford, A 1.	September.
Morley, Miss A. S.	Bathurst, A 2.	December.
Mullins, Rev. R. J.	Grahamstown, Kafir Inst. (E.C.) C.	August.
Neethling, W. H. Z.	Grahamstown, Boys' High School, A 1.	December.
Neilson, D., M.A.	Grahamstown, Boys' High School, A 1.	June.
Nixon, Sister Dora	Grahamstown, Training College, Sp.	September.
Nyaluza, N.	Grahamstown, Location, B.	December.
Pearson, D.	Alexandria, Sandflats, A 3.	Do.
Raphael, Sister M.	Grahamstown, St. Joseph's Girls' (R.C.) A 3.	Do.
Russell, W. Y., M.A.	Bedford, A 1.	June.
Snelgar, H. C.	Grahamstown, Boys' High School, A 1.	September.
Spry, B.	Grahamstown, Kafir Institute (E.C.) C.	Do.
Stocks, A. R.	Albany, Rockcliffe, A 2.	December.
Swemmer, J. W.	Albany, Riebeeck East, A 3.	June.
Tobias, Miss E. Y.	Bedford, Kingsvale, P.F.	Do.
Tonking, Sister Stephanie	Grahamstown, Douglas (E.C.) A 3.	...
Turpin, Miss E. E.	Grahamstown, St. Philip's (E.C.) B.	December.

[G. 5—1906.]

NAME.	SCHOOL.	MONTH WHEN DUE.
INSPECTOR D. CRAIB'S CIRCUIT.		
Abrahamse, Miss Louisa C.	Cape Town, Albertus Street, A 3.	September.
Aristeus, Brother	Cape Town, St. Aloysius (R.C.) A 3.	June.
Ashton, Samuel E.	Cape Town, S.A. Coll. Boys' High School, A 1.	September.
Auret, Miss Annys	Cape Town, William Frederick, A 2.	December.
Baxter, William, M.A.	Cape Town, S.A. Coll. Boys' High School, A 1.	August.
Bertram, Brother	Cape Town, St. Aloysius (R.C.) A 3.	Do.
Black, James	Green and Sea Point Boys' High School, A 1.	January.
Blair, A., B.A.	Green and Sea Point Boys' High School, A 1.	July.
Brink, Miss Maria C.	Cape Town, Dock District, A 2.	February.
Burton, James E.	Cape Town, Normal College Boys' High School, A 1.	December.
Cairncross, Miss Amy	Cape Town, Good Hope Sem. High School, A 1.	September.
Calderwood, Miss Marion	Cape Town, Normal Coll. Girls' A 1.	August.
Cash, Miss Emily	Cape Town, St. Philip's (E.C.) A 3.	Do.
Chandler, Miss Christina	Cape Town, St. George's (E.C.) B.	December.
Chandler, Miss Mary H.	Cape Town, School of Industry (E.C.) B.	August.
Clayton, Miss Elizabeth	Green and Sea Point Girls' A 1.	June.
Coetzee, Miss Johanna	Cape Town, West End, A 2.	Do.
Cohen, Mark	Cape Town, Hope Mill, Hebrew, A 2.	March.
Cole, Miss Amelia	Cape Town, St. George's (E.C.) B.	June.
Crowley, Miss Florence E.	Cape Town, Sir Lowry Road (R.C.) B.	December.
Daoma, Miss Anne R.	Cape Town, St. George's (E.C.) B.	February.
Devlin, Thomas C.	Cape Town, Normal College Boys' High School, A 1.	March.
De Wet, Miss Edith M.	Cape Town, Pepper Street, A 3.	December.
Du Plessis, J. S.	Cape Town, S.A. College Boys' High School, A 1.	April.
Du Toit, W. J.	Cape Town, Normal College Boys' High School, A 1.	June.
Dyer, Miss Rosa	Cape Town, Training Institute, Sp.	December.
Eckles, Miss Mary	Cape Town, St. George's (E.C.) B.	Do.
Forbes, Miss Johanna C.	Cape Town, Trinity (E.C.) A 3.	Do.
Gilfillan, Miss H. P.	Cape Town, Tamboer's Kloof, A 2.	Do.
Goodacre, Miss Isobel R.	Cape Town, St. Mark's (E.C.) B.	Do.
Gordon, Henry J.	Cape Town, Albertus Street, A 3.	Do.
Gray, Miss Alice	Cape Town, West End, A 2.	Do.
Hartwig, Miss Mabel A.	Cape Town, St. Paul's (E.C.) B.	Do.
Hopkins, Miss Alliott	Cape Town, Zonnebloem, D.	...
Kirsten, Miss Anna J.	Cape Town, Rogge Bay (D.R.C.) B.	December.
Kloot, Eleazer H.	Cape Town, Constitution St., Hebrew, A 3.	June.
Laws, Miss Gertrude	Cape Town, Good Hope Seminary High School, A 1.	September.
Lightfoot, Miss Grace	Cape Town, St. Paul's (E.C.) B.	June.
Longwill, John, M.A.	Cape Town, S.A. College High School, A 1.	September.
Louw, Miss Sibella	Sea Point (D.R.C.) B.	June.
MacMaster, Hugh	Cape Town, Dock District, A 2.	July.
Marsh, Miss Annie	Cape Town, Deaf and Dumb, Sp.	March.
Morton, Miss Elizabeth	Cape Town, Good Hope Seminary High School, A 1.	December.
Neethling, Petrus J.	Cape Town, Pepper Street, A 3.	September.
Newton, Thomas	Robben Island, A 3.	June.

NAME.	SCHOOL.	MONTH WHEN DUE.
INSPECTOR D. CRAIB'S CIRCUIT.—Contd.		
Pfeiffer, Ezekiel	Cape Town, Frere Street (Mor.) B.	December.
Prager, Miss Bertha	Cape Town, Hope Mill, Hebrew, A 2.	June.
Ross, Miss Mary D. A.	Cape Town, Dock District, A 2.	March.
Shepherd, Wallace J.	Cape Town, S.A. Coll. High Sch., A 1.	June.
Sigismond, Brother	Cape Town, St. Aloysius Boys' (R.C.) A 3.	Do.
Simpson, George	Cape Town, West End, A 2.	Do.
Smith, James, M.A.	Cape Town, Norm. College Boys' High School, A 1.	December.
Stone, Miss Elizabeth S.	Cape Town, Training Institute, Sp.	Do.
Tredrea, Miss Ethel	Cape Town, Hope Mill Hebrew, A 2.	Do.
Van Oordt, Miss Olga	Cape Town, Good Hope Seminary High School, A 1.	Do.
Van Rhijn, Cornelius J.	Cape Town, S.A. College High School, A 1.	July.
Van Stavel, J. S.	Cape Town, Albertus Street, A 3.	January.
Von Bonde, Gerhardus C.	Cape Town, Normal College Boys' High School, A 1.	June.
Watson, Miss W. E.	Cape Town, Sch. of Industry (E.C.) B.	December.
Whitton, James R.	Cape Town, Normal College, Boys' High School, A 1.	June.
Willibrord, Brother	Cape Town, St. Aloysius (R.C.) A 3.	March.
Wilson, Miss E.	Cape Town, St. Stephen's (D.R.C.) B.	September.
INSPECTOR J. CRAIB'S CIRCUIT.		
Allez, W.	Graaff-Reinet, Boys' High School, A 1.	June.
Allman, Miss C. M.	Cradock, Girls' High School, A 1.	September.
Baker, Miss E. B.	Graaff-Reinet, (E.C.) A 3.	June.
Boggenpoel, W.	Graaff-Reinet (Ind.), B.	September.
Brink, C. P.	Graaff-Reinet, Stockenstrom St. (D.R.C.) A 3.	June.
Clement, Sister Mary	Graaff-Reinet (R.C.), A 3.	September.
Compaan, J. A.	Graaff-Reinet (D.R.C.) B.	March.
Coutts, Miss H. M.	Graaff-Reinet, Girls' A 1.	December.
Dowell, Miss H. C.	Somerset East, Poor.	January.
Driver, A.	Somerset East, Boys' High School, A 1.	June.
Eksteen, Miss E.	Somerset East, Boys' High School, A 1.	March.
Enslin, Miss H. J. E.	Graaff-Reinet (S.E. End) Poor	December.
Esselen, Miss C. J.	Cradock, Girls' High School, A 1.	June.
Flemmer, Miss E.	Cradock, Girls' High School, A 1.	September.
Fransch, Miss R.	Graaff-Reinet (Ind.) B.	July.
Gerrie, John, M.A.	Somerset East, Boys' High School, A 1.	September.
Groepe, T. J.	Somerset East (Wes.) B.	March.
Hockly, Miss L. R.	Cradock, Girls' High School, A 1.	September.
Honiball, J. T.	Cradock, Boys' High School, A 1.	June.
Hudson, Miss L.	Somerset East, Girls' A 1.	December.
Immelman, Miss E. A.	Graaff-Reinet, Girls' Industrial Sch., Sp.	Do.
Joubert, Miss M. J.	Graaff-Reinet, Stockenstrom St. (D.R.C.) A 3.	Do.
Judd, Miss E. E.	Graaff-Reinet, Letskraal, A 3.	March.
Le Roex, D. F.	Graaff-Reinet, New Bethesda, A 2.	July.
Low, Miss J. J.	Cradock, Damplaats, P.F.	December.
Mcanyangwa, H.	Graaff-Reinet (E.C.) B.	Do.
McGregor, P.	Somerset East, Middleton (Railway) A 3.	Do.
McMillan, Miss K. A.	Graaff-Reinet, Girls' A 1.	September.
Muller, Miss E.	Graaff-Reinet, Girls' A 1.	June.
Muller, Miss J. E. van R.	Somerset East (Ind.) B.	December.

NAME.	SCHOOL.	MONTH WHEN DUE.
INSPECTOR J. CRAIB'S CIRCUIT.—Contd.		
Murray, Miss H.	Graaff-Reinet, Girls' A 1.	March.
Musgrove, Mrs. A. F.	Cradock, Poor.	December.
Paterson, Miss F. M. B.	Somerset East, Girls' A 1.	September.
Perring, Miss C.	Somerset East, Girls' A 1.	June.
Randall, C. J.	Graaff-Reinet, Boys' High School, A 1.	December.
Sadler, Mrs. M. C.	Graaff-Reinet, Girls' A 1.	March.
Stegmann, Miss H. J.	Cradock, Windmolen Plaats, P.F.	September.
Van Dyk, Miss M. M.	Graaff-Reinet, New Bethesda, A 2.	March.
Waide, F.	Somerset East, Cookhouse (Railway) A 3.	Do.
Walker, Miss M. T.	Cradock, Girls' High School, A 1.	December.
Watson, Miss M.	Cradock, Boys' High School, A 1.	September.
Way, W. A., M.A.	Graaff-Reinet, Boys' High School, A 1.	October.
INSPECTOR ELY'S CIRCUIT.		
Ball, G. H.	K. W. T., Cambridge Rd., A 2.	June.
Blair, Miss H.	K. W. T., Pirie (U.F.C.) B.	Do.
Bottoman, T.	K. W. T., Burnshill (U.F.C.) B.	Do.
Chuver, Miss J.	K. W. T., Queen Street, A 2.	December.
Cooper, Mrs. A.	K. W. T., Keiskama Hoek, A 3.	September.
De Victoria, Sister M.	K. W. T., St. Joseph's Girls' (R.C.) A 3.	June.
Dowthwaite, R. G.	K. W. T., St. Matthew's Training School (E.C.) C.	March.
Galvin, Sister Pius	K. W. T., St. Joseph's Girls' (R.C.) A 3.	December.
Gulwa, J.	K. W. T., Whiteville (U.F.C.) B.	March.
Jaeger, T. W.	K. W. T., Queen Street, A 2.	September.
Johnson, Miss C. H.	K. W. T., Cambridge Road, A 2.	Do.
Madolwana, T.	K. W. T., Amatole Basin (U.F.C.) B.	Do.
Matayo, A. D.	K. W. T., Njikelana's (U.F.C.) B.	July.
Matayo, W.	K. W. T., Cwaru (U.F.C.) B.	March.
Matyila, W.	K. W. T., Emnyameni (U.F.C.) B.	Do.
Morrison, S. A.	K. W. T., Peclton (Ind.) B.	December.
Mtshemla, N.	K. W. T., Burnshill (U.F.C.) B.	September.
Nggokwe, J. D.	K. W. T., Mnandi (Wes.) B.	December.
Ntsikana, W.	K. W. T., Pirie (U.F.C.), B.	Do.
Paula, Sister M.	K. W. T., St. Joseph's Girls' (R.C.) A 3.	Do.
Reid, Miss P. C.	K. W. T., Blaney (Railway) A 3.	March.
Ross, Miss J.	K. W. T., Pirie (U.F.C.) B.	December.
Savage, Miss G.	K. W. T., Berlin, A 3.	June.
Shosha, J. (Provisional)	K. W. T., Madubela's (Wes.) B.	December.
Smith, A. F.	K. W. T., Boys' High School, A 1.	July.
Solilo, A.	K. W. T., Brownlee's Stn. (Ind.) B.	December.
Stofile, G.	K. W. T., Mt. Coke (Wes.) B.	Do.
Sutton, Rev. J. G., M.A.	K. W. T., Boys' High School, A 1.	June.
Thaddaea, Sister	K. W. T., Izeli (R.C.) A 3.	Do.
Time, D.	K. W. T., Rabula (E.C.) B.	December.
Tunyiswa, T.	K. W. T., Annshaw (Wes.) B.	Do.
Tyamzashé, P.	K. W. T., Mnqesha (Ind.) B.	Do.
Verceuil, Miss C.	K. W. T., Boys' High School, A 1.	March.
Verceuil, Miss J.	K. W. T., Boys' High School, A 1.	June.
Winder, Miss H. J.	K. W. T., St. Peter's (E.C.) A 3.	September.
Woodcock, J. B.	K. W. T., Boys' High School, A 1.	January.

NAME.	SCHOOL.	MONTH WHEN DUE.
INSPECTOR FREEMAN'S CIRCUIT.		
Barry, Miss M. E.	Beaufort West, Girls' A 1.	May.
Beerling, Miss A. M.	Willowmore, Poor.	January.
De Goede, Miss C. E.	Laingsburg, A 3.	December.
De Jager, Miss A. E.	Beaufort West, Girls' A 1.	February.
Dods, D. A.	Beaufort West, Boys' A 1.	December.
Gantz, Miss C. L.	Beaufort West (D.R.C.) B.	October.
Kidde'l, Miss L.	Beaufort West, Girls' A 1.	July.
Marais, Miss A.	Willowmore, Waaikraal, Poor.	March.
Marais, Miss J.	Willowmore, Tooverfontein, Poor.	Do.
Mbebe, J. A.	Willowmore (Wes.) B.	December.
Myburgh, W. R.	Aberdeen, A 2.	Do.
Saxey, Miss I.	Beaufort West, Girls' A 1.	Do.
Slabbert, Miss E. S.	Jansenville, A 2.	September.
Stofberg, F. J.	Prince Albert, A 1.	December.
Van Meerton, Miss M. E.	Willowmore, A 2.	Do.
Vorster, Miss A. E.	Aberdeen, A 2.	Do.
INSPECTOR GOLIGHTLY'S CIRCUIT.		
Anders, F. J. S.	Malmesbury, Boys' A 1.	June.
Balie, M. Z.	Malmesbury, Mamre (Mor.) B.	December.
Bliss, Miss A.	Wellington, Girls' High School, A 1.	Do.
Booyesen, E. J.	Malmesbury, Riebeek West, A 1.	March.
Brink, D. J. J.	Wellington, Boys' High School, A 1.	Do.
Cillie, Miss M. H.	Lower Paarl, Huguenot High Sch., A 1.	December.
Conradie, D. G.	Hopefield, A 2.	Do.
Cummings, Miss A. M.	Wellington, Girls' High School, A 1.	April.
De Greef, Miss M. E.	Malmesbury, A 3.	December.
De Villiers, Mrs. A. C.	Wellington, Girls' Industrial Sch., Sp.	Do.
De Villiers, Miss M.	Paarl, Girls' A 1.	Do.
De Villiers, Miss M. J.	Malmesbury, Moorreesburg, A 2.	Do.
Devine, Miss G.	Paarl, St. Peter's (Luth.), A 3.	August.
Dreyer, A.	Lower Paarl, Boys' High School, A 1.	December.
Du Toit, Miss J. H.	Wellington, Boys' High School, A 1.	Do.
Du Toit, D. J.	Paarl, Wagonmakers' Valley, A 2.	Do.
Eckard, Miss A.	Malmesbury, A 3.	October.
Euvrard, F. C.	Paarl, Dal Josaphat, A 2.	September.
Fisk, Miss E. E.	Wellington Training College, Sp.	December.
Fouché, W. C.	Malmesbury, Riebeek West, A 1.	June.
Goodrick, Miss I. W., B.A.	Lower Paarl, Huguenot High School, A 1.	Do.
Grobbelaar, Miss S. L.	Malmesbury, Riebeek West, A 1.	December.
Gedye, Miss E. M.	Malmesbury, Zoutpan P. F.	...
Harris, Miss A. M.	Lower Paarl, Boys' High School, A 1.	March.
Harvie, J., M.A.	Wellington Training College, Sp.	December.
Hendrickse, A. J.	Paarl Union (Ind.), B.	March.
Hoogenhout, C. P.	Paarl, Groenberg, A 2.	September.
Inglis, J., M.A.	Paarl, Boys' High School, A 1.	December.
Joorst, D.	Malmesbury, Mamre (Mor.), B.	March.
Kriel, Miss M. L.	French Hoek High School, A 1.	December.
Le Roux, Miss F. C.	Paarl, Boys' High School, A 1.	June.
Le Roux, Miss M. E. F.	French Hoek High School, A 1.	December.
Le Roux, P. du Pré	Paarl, Boys' High School, A 1.	September.
Le Roux, P. J.	Wellington, Boys' High School, A 1.	March.
Lloyd-Dykman, B.A.	Malmesbury, Moorreesburg, A 2.	May.
Louw, F. W. B.	Malmesbury, Boys' A 1.	June.
Malherbe, Miss J. E.	Wellington, Girls' High School, A 1.	May.
Malherbe, Miss R.	Paarl, Zoetendal, A 3.	March.
Malherbe, W. E., B.A., B.Sc.	Paarl, French Hoek High School, A 1.	June.
Marais, Miss M.	Paarl, Girls' A 1.	Do.
Martin, Miss C. C.	Wellington, Girls' High School, A 1.	Do.

NAME.	SCHOOL.	MONTH WHEN DUE.
INSPECTOR GOLIGHTLY'S CIRCUIT— <i>Continued.</i>		
Pauw, Miss A.	Wellington (D.R.C.), B.	December.
Pauw, T. C.	Paarl, Simondium, A 2.	September.
Pauw, D. A., B.A.	Lower Paarl, Boys' High School, A 1.	June.
Perold, Miss H. J.	North Paarl, A 2.	March.
Retief, E. G.	Slot van de Paarl, A 2.	June.
Roux, T. P., B.A.	Wellington, Boys' High School, A 1.	September.
Roux, P. E.	French Hoek High School, A 1.	January.
Roux, Miss S. E.	Malmesbury, Riebeek Kasteel, A 2.	March.
Ruiter, A. J.	Wellington (D.R.C.), B.	December.
Schumann, A.	Paarl, Klein Drakenstein, A 2.	September.
Sedeman, S. M.	Malmesbury, Langebaan (E.C.), B.	December.
Smit, A. W.	Malmesbury, Lucasfontein, A 3.	September.
Smuts, Miss J. E.	Malmesbury, Girls' A 1.	March.
Spencer, Miss E.	Wellington Training College, Sp.	December.
Stegmann, Rev. J. F.	Paarl, Pniel, B.	Do.
Thwaites, Miss F. A.	Wellington, Girls' High School, A 1.	June.
Van Alphen, W. D.	Malmesbury, A 3.	Do.
Van der Merwe, Miss H. J.	Wellington, Blauwvallei, A 2.	Do.
Van der Spuy, Miss A.	Malmesbury, Darling, A 2.	Do.
Van der Spuy, M. J.	North Paarl, A 2.	Do.
Van der Spuy, H. K. J.	Malmesbury, Darling, A 2.	September.
Wium, J.	Paarl, Blauwvallei, A 2.	December.
Wyatt, Miss M.	Malmesbury, St. Thomas' (E.C.) B.	Do.
Zeeman, D. W.	Malmesbury, St. Thomas' (E.C.) B.	Do.
INSPECTOR GRANT'S CIRCUIT.		
Daneel, Miss H. A.	Britstown, A 2.	June.
Davidson, Miss L. J.	Relieving Teacher for Railway Schools.	March.
Frylinek, J. R.	Philipstown, Petrusville, A 2.	Do.
Glennie, Miss C. F.	Britstown, A 2.	April.
Halsey, Miss A.	Kenhardt, A 3.	December.
Pearson, Miss J.	Prieska, New Years Kraal, P. F.	June.
Van der Spuy, H. J.	Philipstown, A 2.	Do.
INSPECTOR HAGEN'S CIRCUIT.		
Beardmore, W. H.	Engcobo, Clarkebury (Wes.) C 1.	July
Citumse, Mfihlo	Engcobo, Mjanyana (Wes.) C.	...
Cockson, E. H.	Engcobo, All Saints' (E.C.) C 1.	March.
Gcali, P.	Engcobo, Qengqeleka (U. F. C.), C.	December.
Hagelthorn, Miss A.	Xalanga, Cala, A 2.	February.
Hlati, C.	Engcobo, All Saints' (E.C.) C.	June.
Jack, J.	Engcobo, All Saints' (E.C.) C.	September.
Kalipa, Miss E.	Xalanga, Papasi (Wes.) C.	Do.
Kenyon, Miss A. E.	Engcobo, A 3.	May.
Klopper, M.	Elliot, Gubenxa, Poor.	April.
Lister, Miss C. A.	Elliot, A 3.	June.
Loubser, J. H.	Elliot, A 3.	September.
Masiza, A. D.	Xalanga, Cala River (E. C.) C.	Do.
Masiza, Miss P.	Xalanga, Lower Indwana, P. F.	December.
Mdleleni, G. B.	St. Mark's, Ntshingeni (E.C.) C.	Do.
Ndlangisa, J. E.	Xalanga, Lower Lufuta (E. C.) C.	Do.
Ntshanga, H.	Engcobo, All Saints' (E.C.) C 1.	June.
Underwood, G.	Engcobo, Clarkebury (Wes.) C 1.	September.

NAME.	SCHOOL.	MONTH WHEN DUE.
INSPECTOR HOBDEN'S CIRCUIT.		
Cembi, D.	Mt. Frere, Osborn (Wes.) C.	December.
Cembi, M.	Mt. Frere, Ntlabeni (Mt. White) (Wes.) C.	March.
Kiviet, S.	Qumbu, Qanqu (E. C.) C.	June.
Kiviet, Miss Sophia M.	Mt. Frere, Toleni (Pres.) C.	December.
Ngxola, J. G.	Qumbu, Lower Culunca (Wes.) C.	Do.
Soyizwapi, A.	Maclear, Ugie (Pres.) C.	Do.
Sparkes, Miss Q. M.	Qumbu, Shawbury (Wes.) C 1.	June.
Yako, A.	Mt. Frere, Embodleni (Wes.) C.	September.
INSPECTOR HOFMEYR'S CIRCUIT.		
Jack, Miss J.	Clanwilliam, Wupperthal (Rhen. M.) B.	July.
Jonas, N.	Piquetberg, Goedverwacht (Mor.) B.	December.
Krige, Miss G. W.	Tulbagh, A 2.	Do.
Malan, G. D., B.A.	Tulbagh, A 2.	March.
McLachlan, Miss B. C. M.	Clanwilliam, Jaagvallei, Poor.	December.
Moyle, M. P.	Clanwilliam, Jaagvallei, Poor.	October.
Pauw, J. G.	Piquetberg, A 2.	June.
Pienaar, G. F.	Piquetberg, Porterville, A 2.	September.
Van Schalkwyk, Miss J. A.	Piquetberg, Porterville, A 2.	June.
Adams, F.	Piquetberg, Wittewater (Mor.) B.	February.
Berthold, E.	Clanwilliam, A 2.	June.
Croeser, Miss M. C.	Van Rhynsdorp, A 2.	March.
INSPECTOR LOGIE'S CIRCUIT.		
Broster, Thomas	Queenstown, Queen's Drive, A 3.	February.
Calder, W. J.	Tarkastad, Boys' A 1.	March.
Cameron, Miss Annie	Queenstown, Tylden Station (Rly.) A 3.	December.
Eaton, Miss Kate	Queenstown, Queen's Drive, A 3.	February.
Falati, N.	Glen Grey, Kleinbooi's (E.C.) B.	January.
Just, Mrs. Mary E.	Queenstown, Girls' A 1.	June.
Lutuli, P.	Glen Grey, Mount Arthur (Wes.) B.	Do.
Mackay, Miss C. A. M.	Queenstown, Girls' A 1.	December.
Malherbe, P. H.	Queenstown, Sterkstroom, A 2.	Do.
Matumbu, T.	Queenstown, Hackney (Ind.) B.	Do.
McLeod, Miss M. B.	Tarkastad, Girls' A 1.	Do.
Melamene, T.	Queenstown, Didimana (Wes.) B.	Do.
Mguni, P.	Queenstown, Shiloh (Mor.) B.	Do.
Mitchell, Miss A.	Tarkastad, Girls' A 1.	March.
Noble, J. K.	Queenstown (Ind.) B.	September.
Peebles, Miss M. A.	Tarkastad, Girls' A 1.	December.
Shosha, E.	Glen Grey, Macubeni (Wes.) B.	Do.
Souter, Miss E. E.	Queenstown, Lesseyton, Indust. (Wes.) C	June.
Van Heerden, Miss J. F.	Tarkastad, Boys' A 1.	December.
Wainwright, Miss G. A.	Tarka, Craig Gowan, A 3.	March.
INSPECTOR McLAREN'S CIRCUIT.		
Gabriel, Miss B.	Tsomo, Caba (E.C.) C.	December.
Kali, R.	Nqamakwe, Lower Zolo (U.F.C.) C.	Do.
Koyana, G.	Tsomo, Esigubudwini (U.F.C.) C.	September.
Lusaseni, P.	Nqamakwe, Ndakana (U.F.C.) C.	December.
Luti, J. B.	Nqamakwe, Blythswood Boys' (U.F.C.) C.	Do.
Lyon, A. F.	Nqamakwe, Blythswood (U. F. C.) C 1.	Do.
Lyons, J.	Butterworth High School, A 1.	September.
Mahali, J.	Tsomo, Caba (E. C.) C.	Do.
Mahlaka, J.	Nqamakwe, Ncisininde (U.F.C.) C.	Do.
Mahlasela, B. W.	Nqamakwe, Mpukane (Wes.) C.	December.

NAME.	SCHOOL.	MONTH WHEN DUE.
INSPECTOR McLAREN'S CIRCUIT.— <i>Continued.</i>		
Mbeki, M.	Tsomo, Lutuli (U.F.C.) C.	September.
Mbuli, Miss L.	Nqamakwe, Ezelo (Ind.) C.	December.
Ndwandwa, T.	Butterworth, Veldman's (Wes.) C.	April.
Ntloko, W. R.	Nqamakwe, Hlobo (Wes.) C.	December.
Ntozini, J.	Nqamakwe, Gqogqora (Wes.) C.	October.
Piliso, B.	Butterworth, Ceru-Bawa (U. F. C.) C.	December.
Pupuma, E.	Nqamakwe, Xilinxá (E. C.) C.	March.
Qunta, A.	Nqamakwe, Blythswood Boys' (U.F.C.) C.	Do.
Rossiter, Miss M. B.	Butterworth, Girls' (Wes.) C.	September.
Smith, P., M.A.	Butterworth High School, A 1.	June.
Stormont, Rev., D.D., M.A.	Nqamakwe Blythswood (U.F.C.) C 1.	December.
Xatasi, W. F.	Butterworth, Cunningham (U. F. C.) C.	March.
INSPECTOR MILNE'S CIRCUIT.		
Bartlett, Miss M. E.	Port Elizabeth, St. Peter's (E.C.) A 3.	December.
Buchanan, Miss M. T.	Port Elizabeth, Erica, A 1.	June.
Bollen, F. G.	Port Elizabeth, South End, A 2.	December.
Crage, Miss E.	Port Elizabeth, Boys' High School, A 1.	Do.
Crawford, Miss F. N.	Port Elizabeth, St. Paul's, Girls' (E.C.) A 3.	...
De Wet, Miss M. C.	Uitenhage, Girls' High School.	June.
Ferguson, Miss A. J.	Port Elizabeth, St. Mark's (E. C.) B.	Do.
Forsyth, Miss K.	Port Elizabeth, Girls' High School, A 1.	Do.
Gallant, R.	Port Elizabeth, Chapel Street, B.	March.
Harper, Miss A. E.	Uitenhage, Boys' High School, A 1.	December.
Harper, Miss H. C.	Uitenhage, Boys' High School, A 1.	March.
Herbert, Miss M.	Port Elizabeth, Sydenham, A 3.	December.
Kinna, Miss Marcella.	Port Elizabeth, North End, St. Dominic's (R.C.) A 3.	Do.
Kinna, Miss Mary.	Port Elizabeth, North End, St. Dominic's (R.C.) A 3.	June.
Kupferburger, Miss C.	Uitenhage, Girls' High School, A 1.	December.
Le Cornu, W., M.A.	Port Elizabeth, Boys' High School, A 1.	January.
Leicester, Miss K. M.	Port Elizabeth, Russell Road, A 2.	December.
Manssy, J. C.	Uitenhage, Dunbrody Boys' (R.C.), B.	September.
McClelland, T. H.	Port Elizabeth, Russell Road, A 2.	November.
McJannett, W.	Uitenhage, Boys' Industrial, Sp.	March.
McLennan, Miss N.	Uitenhage, Boys' High School, A 1.	June.
Meredith, W. C., M.A.	Port Elizabeth, Boys' High School, A 1.	Do.
Miller, C. G.	Uitenhage, Dolley Memorial, A 3.	December.
Nyabo, A.	Port Elizabeth, New Brighton Location, (E. C.) B.	Do.
O'Niel, Sister Agnes.	Uitenhage Convent (R.C.) A 3.	June.
Pride, Miss V. L.	Port Elizabeth, Girls' High School, A 1.	December.
Roberts, Mrs. E.	Uitenhage, Glen Connor (Rly.) A 3.	Do.
Robertson, Miss M. I.	Port Elizabeth, Russell Road, A 2.	Do.
Rowley, G.	Port Elizabeth, Boys' High School, A 1.	Do.
Schulz, Miss A.	Uitenhage, Dunbrody, Girls' (R.C.), A 3.	Do.
Smith, Miss R. Ward	Uitenhage, Girls' High School, A 1.	Do.
Sutherland, J., M.A.	Uitenhage, Boys' High School, A 1.	September.
Taylor, W. T.	Port Elizabeth, North End, A 2.	March.
Vincent, Sister M. O'Donoghue.	Port Elizabeth, South End (R.C.) A 3.	February.
Ward, Miss B.	Port Elizabeth, Seymour Street, B.	December.
Wright, Mrs. C.	Port Elizabeth, St. Paul's, Girls' (E.C.), A 3.	March.

NAME.	SCHOOL.	MONTH WHEN DUE.
INSPECTOR MITCHELL'S CIRCUIT.		
Anderson, Rev. G. B.	George, Pacaltsdorp (Ind.) B.	September.
Breach, Miss S. A. M.	George, Girls' A 1.	June.
Cornelissen, Miss A.	Oudtshoorn, Groenfontein, A 3.	September.
Du Biel, Miss A. M.	Oudtshoorn, Buffelbosch River, A 3.	February.
Dudley, Miss S.	George, Blanco, A. 2.	June.
Dumbleton, Miss H.	George, Girls' A 1.	March.
Du Preez, Miss N. E.	Oudtshoorn, Calitzdorp, A 2.	August.
Edmeades, Miss M.	Oudtshoorn, Girls' A 1.	June.
Ferreira, Miss A. M.	Oudtshoorn, Doorn Kraal, Poor.	January.
Gerber, Miss E. M.	George, Geelhoutboom, Poor.	March.
Glynn-Wright, J. D.	Oudtshoorn, Nooitgedacht North, A. 3.	December.
Hélfritz, Miss M. F.	Oudtshoorn, Girls' A 1.	Do.
Jenner, Miss A., B.A.	Oudtshoorn, Girls' A 1.	June.
Malan, C. B.	Mossel Bay, Brandwacht, A 3.	March.
Macfarlane, A. N., M.A.	Mossel Bay, Boys' A 1.	Do.
Marais, F. G., B.A.	Oudtshoorn, Boys' A 1.	September.
Martin, D. F.	Oudtshoorn, Boys' A 1.	December.
Meyer, Mrs. J. H.	George, Girls' A 1.	March.
Meyer, Miss M. C.	George, Boys' High School, A 1.	Do.
Michie, Miss M. A.	Mossel Bay (E. C.) B.	June.
Morkel, Mrs. D.	Mossel Bay, Girls' A 1.	December.
Proctor, J.	George, Boys' High School, A 1.	July.
Ritter, A. P.	George, Boys' High School, A 1.	December.
Roux, G. J.	Oudtshoorn, Armoed, A 3.	Do.
Roux, P. J.	Oudtshoorn, Calitzdorp, A 2.	September.
Searle, Miss F.	Mossel Bay, Great Brak River, A 3.	June.
Serfontein, Mrs. M.	George, Poor.	March.
Slater, C. W.	George, Great Brak River (Ind.), B.	June.
Stassen, J. N.	Oudtshoorn, Gamka East, A 3.	September.
Van Schalkwyk, W.	Oudtshoorn, Andries Kraal, A 3.	June.
Wagner, J. H.	Oudtshoorn (Ind.), B.	December.
INSPECTOR NOAKS' CIRCUIT.		
Albertyn, Miss E. J.	Simon's Town High School, A 1.	January.
Alexander, Miss E. J., LL.A.	Observatory Road, Girls' A 2.	June.
Anneck, P.	Simon's Town High School, A 1.	Do.
Bahlcke, Miss W.	Wynberg (Luth.), A 3.	March.
Barnard, Miss L. M.	Wynberg, Boys' High School, A 1.	December.
Beechy, T. J.	Claremont (E. C.) A 3.	September.
Bellew, Miss M. B.	Mowbray, St. Peter's Girls' (E. C.) B.	August.
Bethune, D. A.	Wynberg, Boys' High School, A 1.	June.
Bleby, Miss A. S., B.A.	Rondebosch, Girls' High School, A 1.	March.
Brink, Miss A. E.	Wynberg, Girls' High School, A 1.	June.
Brink, Miss P. A.	Wynberg, Girls' High School, A 1.	September.
Buyskes, Miss C.	Woodstock, A 2.	March.
Chambers, Miss A. H.	Wynberg, Girls' High School, A 1.	January.
Chaney, Miss S.	Rondebosch, St. Paul's (E. C.) B.	March.
Clayton, Miss A. M.	Observatory Road, Boys' A 2.	June.
Commaile, Miss M. T.	Salt River, A 3.	Do.
Dance, Mrs. M.	Rondebosch, Girls' High School, A 1.	December.
Davidson, J.	Mowbray, A 2.	March.
Deunis, C.	Retreat (D.R.C.), B.	December.
Dreyer, C. W. J.	Wynberg, Springfield, A 3.	January.
England, Miss W. A.	Salt River (Railway) A 3.	December.
Fourie, J. S.	Philadelphia, A 2.	July.
Francke, Miss M. M.	Protea (E. C.) B.	December.
French, G.	Claremont, A 2.	March.
Geisey, Miss M.	Wynberg, Waterloo Green (E. C.) B.	December.
Goslett, E. H.	Maitland Camp, (Com.) B.	March.
Häfele, C. J.	Durbanville, A 2.	September.

NAME.	SCHOOL.	MONTH WHEN DUE.
INSPECTOR NOAK'S CIRCUIT.— <i>Contd.</i>		
Harrison, Miss E. F.	Mowbray, St. Peter's Girls' (E. C.) B.	October.
Harsant, Miss A. M.	Rondebosch, Girls' High School, A 1.	December.
Hartle, Miss A. C.	Simonstown, School of Indus. (E.C.) B.	June.
Hartle, Miss J.	Mowbray, Girls' (E.C.) B.	December.
Herold, Miss J. H.	Rondebosch, Boys' High School, A 1.	June.
Howard, Miss E.	Wynberg, Girls' High School, A 1.	December.
Johnston, Miss E. S.	Tokai, A 3.	June.
Johnston, Miss K.	Tokai, A 3.	March.
Johnston, Miss N.	Wynberg, School of Indus., A 3.	December.
Littlewood, E. T., M.A., B.Sc.	Wynberg, Boys' High School, A 1.	June.
Lloyd, W. H.	Muizenberg, A 2.	September.
Louw, Miss E. J.	Woodstock (D.R.C.), B.	March.
Mackay, N.	Woodstock, A 2.	Do.
Mackay, Miss M.	Woodstock, A 2.	June.
Magdalene, Sister M.	Woodstock (R.C.) A 3.	August.
Mason, S., M.A.	Rondebosch, Boys' High School, A 1.	September.
Matheson, Miss M.	Woodstock, A 2.	December.
McLachlan, Miss A. H.	Rondebosch, Boys' High School, A 1.	March.
McLachlan, Miss J.	Rondebosch, Boys' High School, A 1.	December.
McLeod, Miss A. S.	Diep River (Wes.) B.	...
McRobbie, G.	Salt River (Railway) A 3.	June.
Mills, Miss E.	Wynberg, Girls' High School, A 1.	February.
Osmond, Miss A. M.	Observatory Road, Girls' A 2.	December.
Osmond, Miss M. G.	Wynberg (Bap.), B.	June.
Parkinson, Miss E.	Wynberg, Ottery Rd. (E.C.) A 3.	March.
Parkinson, G. W.	Wynberg, Ottery Rd. (E.C.) A 3.	July.
Preyser, Miss M.	Retreat (D. R. C.) B.	December.
Preiss, J. J.	Woodstock (D. R. C.) A 3.	September.
Reynolds, E. J., B.Sc.	Wynberg, Boys' High School, A 1.	December.
Rose, Miss K. A.	Maitland, A 2.	Do.
Rothschild, Miss R.	Rondebosch (R.C.) A 3.	February.
Short, Miss S. W.	Claremont, A 2.	December.
Smuts, J. M.	Observatory Road, Boys' A 2.	June.
Sullivan, E.	Kalk Bay, A 3.	December.
Weisbecker, Miss L. A.	Rondebosch, Girls' High School, A 1.	Do.
Wessels, H. W.	Claremont (D. R. C.) B.	Do.
Whyte, Miss M.	Rondebosch (R.C.), A 3.	Do.
INSPECTOR PORTER'S CIRCUIT.		
Bikitsha, Solomon	Willowvale, Mendu (Wes.) C.	December.
Sidziya, Frederick	Willowvale, Ramra (U. F. C.) C.	February.
Slingsby, John J. F.	Idutywa, A 2.	March.
Webber, Mrs. Adeline	Idutywa, A 2.	Do.
Ntwasa, Thomas	Willowvale, Qakazana (E. C.) C.	June.
INSPECTOR PRESSLY'S CIRCUIT.		
Barker, W. J.	Aliwal North, Jamestown, A 3.	June.
Bate, F. W. B.	Wodehouse, Dordrecht, A 1.	Do.
Botha, Miss G. J.	Wodehouse, Coetseeskraal, Poor.	December.
Clark, G. F. H., M.A.	Wodehouse, Dordrecht, A 1.	Do.
Cogan, Miss A.	Aliwal North, A 1.	Do.
Du Toit, Miss J. P.	Wodehouse, Dordrecht, A 1.	September.
Edwards, G. W. D.	Barkly East, Carbury, A 3.	December.
Gawe, S.	Herschel, Qibira (E.C.) B.	August.
Grant, A. F., M.A.	Aliwal North, A 1.	November.
Humphreys, Miss S.	Herschel, A 3.	January.

NAME.	SCHOOL.	MONTH WHEN DUE.
INSPECTOR PRESSLY'S CIRCUIT.— <i>Continued.</i>		
Kelly, J. A.	Barkly East, A 2.	February.
Lamprecht, Miss A. M.	Aliwal North, Bultfontein, A 3.	March.
Louw, J. W.	Wodehouse, Koppiesfontein, Poor.	December.
Majombozi, S.	Aliwal North (E.C.) B.	June.
Monyakuane, N.	Herschel (Fr. Ev.), B.	December.
Moon, Miss G. E.	Wodehouse, Dordrecht, A 1.	March.
Ndlazilwana, J.	Wodehouse, Rietspruit (Wes.) B.	September.
Read, B.	Herschel, Bensonvale (Wes.), C 1.	July.
Rice, Miss A. M.	Barkly East, A 2.	June.
Ross, Miss J. K.	Aliwal North, Lady Grey, Poor.	September.
Smith, Miss M. J.	Aliwal North, A 1.	December.
Thompson, Miss E. K.	Wodehouse, Mt. Victory, P.F.	June.
Werner, Mrs. H.	Wodehouse, Indwe, Poor.	March.
Zingitwa, E.	Herschel, Jozana's Hoek (Wes.) B.	December.
INSPECTOR R. REIN'S CIRCUIT.		
Bucher, Sister Augustine.	Mount Currie, Kokstad (R.C.) A 3.	September.
Eason, T.	Mount Currie, Kokstad, A 2.	June.
Gollhofer, Sister Pia.	Mount Currie, Kokstad, (R.C.) A 3.	December.
Mayeza, I. J.	Umzinkulu, Etembeni (Wes.) C.	Do.
Melville, H. T.	Matatiele, A 2.	September.
Mgojeni, J.	Lusikisiki, Palmerton (Wes.) C.	March.
Pamla, Miss M.	Umzinkulu, Engwaqa (Wes.) C.	December.
Potts, Miss G. M.	Mount Currie, Kokstad, A 2.	November.
Whittle, Miss M.	Matatiele, A 2.	June.
INSPECTOR T. W. REIN'S CIRCUIT.		
Attwell, Miss Bertha M.	Victoria East, Battlesden, P.F.	December.
Barnley, Miss Fanny.	Victoria East, Lovedale, Girls' Industrial (U.F.C.) C.	Do.
Buyskes, Miss Hilda.	Fort Beaufort, A 1.	September.
Caley, William R.	Healdtown, Training School (Wes.), C 1.	December.
Cogan, Miss A. M. M.	Peddie, Ayliff Institute, Girls' (Wes.) C	Do.
Davidson, Miss Catherine H.	Fort Beaufort, Adelaide, Poor.	September.
Dlepu, Joel J.	Fort Beaufort, Hillside (Wes) B.	December.
Eaton, Lewis.	Peddie, A 2.	June.
Faure, Miss Margaret M.	Stockenstrom, Hertzog, A 3.	December.
Fini, Robert.	Victoria East, Gqumahashe (U.F.C.) B	March.
Halcrow, Thomas S. G.	Fort Beaufort, A 1.	December.
Inge, Miss E.	Fort Beaufort, Healdtown Training School (Wes.) C 1.	Do.
Kivit, Miss Grace.	Victoria East, Kwezana (U.F.C.) B.	Do.
Lord, Alexander D.	Victoria East, Alice, A 2.	Do.
Mahlentle, Miss Annie.	Peddie, Ayliff Institute (Wes.) C.	September.
Mason, Miss Johanna C.	Stockenstrom, Balfour, Poor.	June.
Mbambisa, Henry.	Fort Beaufort, Nobanda (Wes), B.	December.
Mbelu, Elijah.	Lovedale Elementary (U.F.C.) B.	Do.
Mildenhall, Miss Florence.	Fort Beaufort, Klu Klu, P.F.	September.
Mtotywa, Miss Louisa.	Fort Beaufort, Wezo (Wes.) B.	Do.
Njokweni, Alexander.	Peddie, Mpeko (Wes.), B.	June.
Powell, Miss Harrietta L.	Peddie, Falloden, P.F.	December.
Rankilor, H. C.	Peddie, Prudhoe, P.F.	June.
Roberts, Alexander W., D.Sc.	Lovedale, Boys' (U.F.C.), B.	...
Tshandu, Henry.	Stockenstrom, Balfour (Ind.), B.	January.
Van Wyk, Frederick J.	Fort Beaufort, Winterberg Spruit, A 3.	...

NAME.	SCHOOL.	MONTH WHEN DUE.
INSPECTOR ROBERTSON'S CIRCUIT.		
Barry, Mrs. D. L.	Robertson, Lady Grey (Wes.) B.	June.
Basson, Miss A. J.	Ceres, A. 1.	March.
Besselaar, M. J.	Worcester, Blind Institute, Sp.	June.
Botma, Miss A. E.	Worcester, Touws River Col. (Ry.) A 3.	December.
Caithness, Miss A. N.	Worcester, Touws River Eur. (Ry.) A 3.	Do.
Cilliers, Miss S. E. J.	Worcester, Girls' High School, A 1.	March.
Coetzer, J. N.	Worcester, Rodehoogte, A 3.	September.
Conradie, Miss M. M.	Worcester, Kanet Vlei, P. F.	January.
Daintree, Miss E.	Worcester, Girls' High School, A 1.	February.
De Labat, B. J. G.	Worcester, Deaf and Dumb Inst., Sp.	May.
De Villiers, Miss E. W.	Montagu, Kruispad, Poor.	September.
De Wet, Miss F. C., B.A.	Worcester, Girls' High School, A 1.	June.
De Wet, Miss M. E. J.	Robertson High School, A 1.	Do.
De Wet, P. F.	Robertson High School, A 1.	Do.
Du Plessis, Miss J. B.	Worcester, Poor.	March.
Du Plessis, J. D.	Robertson, Klaas Voogd's River, A 3.	June.
Euvrard, J. G.	Montagu, A 1.	Do.
Fransman, A.	Worcester (Rhen.) B.	November.
Fraser, W. M.	Robertson, Lady Grey, A 2.	June.
Gericke, J. C.	Ceres, A. 1.	September.
Gie, Miss J. M.	Worcester, Deaf and Dumb Inst., Sp.	...
Goliath, J. F.	Robertson (Wes.) B.	March.
Goliath, Mrs. C. H.	Robertson (Wes.) B.	Do.
Goosen, Miss A. M.	Ceres, Prince Alfred's Hamlet, A 2.	September.
Greenwood, H.	Worcester, Blind Institute, Sp.	...
Hartzenberg, A. D.	Robertson, Lady Grey (Wes.) B.	June.
Hill, H., B.A.	Worcester, Boys' High School, A 1.	Do.
Hosking, Miss L. B.	Montagu, A 1.	February.
Hugo, J. G.	Worcester, Breede River, A 3.	September.
Immelman, D. F.	Ceres, Prince Alfred's Hamlet, A 2.	June.
Joubert, Miss D.	Montagu, A 1.	Do.
Kruger, J. P.	Worcester, Blind Institute, Sp.	March.
Lakey, J. G.	Worcester, Touws River, Eur. (Ry.) A 3.	June.
Marais, Miss A. C.	Montagu, Poor.	September.
Meiring, Miss H. J.	Ceres, A 1.	June.
Meiring, Miss M. J. M.	Worcester, Girls' High School, A 1.	...
Meiring, Miss M.	Montagu, Klipkuil, A 3.	March.
Naudé, Miss H.	Worcester, Girls' High School, A 1.	May.
Nicol, Miss M. J.	Robertson High School, A 1.	September.
Pells, Rev. H. W.	Worcester, Boys' High School, A 1.	June.
Pienaar, Miss A. S.	Worcester, Poor.	Do.
Smith, Miss A. E.	Worcester, Girls' High School, A 1.	Do.
Stokes, C. H.	Montagu, A 1.	Do.
Van der Merwe, Miss M.	Ceres, A 1.	Do.
Van der Merwe, Miss S. B.	Worcester, Deaf and Dumb Inst., Sp.	December.
Von Ludwig, Miss L.	Worcester, Boys' High School, A 1.	September.
Van Zyl, Miss A. M.	Robertson, Poor.	...
INSPECTOR RUSSELL'S CIRCUIT.		
Black, Robert	Calvinia, A 1.	...
Botha, J. P.	Murraysburg, A 1.	June.
Daniels, Miss C.	Carnarvon (Rhen. M.) B.	September.
Gerdener, W. H.	Richmond, A 1.	June.
Maeder, Miss J. L.	Victoria West, Poor.	December.
Marais, Miss H. J.	Calvinia, Elandsvlei, A 3.	Do.
Pearson, Miss M. A.	Victoria West, Hutchinson (Ry.) A 3.	Do.
Swemmer, Miss A.	Calvinia A 1.	February.
Weich, L. F.	Victoria West, Vosburg, A 3.	September.

NAME.	SCHOOL.	MONTH WHEN DUE.
INSPECTOR SACHEL'S CIRCUIT.		
Badenhorst, Miss C. C.	Vryburg, Manchester, A 3.	March.
Bosman, Miss E.	Kimberley, Girls' High School, A 1.	June.
Bourne, A. H., M.A.	Kimberley, Boys' High School, A 1.	December.
Bowden, Miss A. L.	Kimberley, Stockdale Street, Poor.	April.
Brand, Miss M. B.	Kimberley, Boys' High School, A 1.	September.
Brice, Miss F.	Kimberley, Girls' High School, A 1.	June.
Dacre, Miss J. C.	Kimberley, Stockdale Street, Poor.	April.
Davidson, D.	Kimberley, New Main Street, A 2.	March.
De Villiers, J. du Toit	Barkly West, Delport's Hope, A 3.	June.
De Vos, Miss M.	Kimberley, Newton Home, Poor.	March.
De Vries, W. J.	Kimberley, Modder River, European (Railway), A 3.	December.
Garrett, Miss A. H.	Kimberley, Girls' High School, A 1.	June.
Graham, W.	Kimberley, Kenilworth, A 3.	March.
Harris, H. L.	Mafeking, A 2.	June.
Henderson, D. H.	Kimberley, Boys' High School, A 1.	February.
Hodgson, Miss M.	Kimberley, Stockdale Street, Poor.	December.
Horne, G. A.	Barkly West, Waldeck's Plant, A 3.	Do.
Keating, E.	Kimberley, Beaconsfield, A 2.	June.
Lambourne, Miss E. M.	Kimberley, Girls' High School, A 1.	March.
Lean, J.	Kimberley, St. Cyprian's (E.C.) B.	December.
McRobert, Miss E. D.	Kimberley, Beaconsfield, A 2.	November.
Newby, W. G.	Kimberley, Boys' High School, A 1.	September.
Osmond, Miss T. A.	Kimberley, Modder River, Col. (Rly.) A 3.	December.
Radloff, J. C. W.	Kimberley, Boys' High School, A 1.	June.
Rainier, Rev. A. G.	Kimberley, Newton, A 3.	December.
Ramsay, Mrs. E.	Kimberley, West End, A 3.	June.
Redford, Miss C.	Kimberley, Girls' High School, A 1.	September.
Theron, Miss A. A.	Vryburg, A 2.	December.
Van Blerk, Miss C. M.	Kimberley, New Main Street, A 2.	June.
Van Niekerk, Miss A. M.	Kimberley, Stockdale Street, Poor.	September.
Vicars, Miss N. J.	Kimberley, New Main Street, A 2.	December.
INSPECTOR SPURWAY'S CIRCUIT.		
Ayliff, A. J.	Albert, Burghersdorp (Wes.) B.	December.
Botha, A. L.	Middelburg, A 1.	Do.
Coetsee, T. P. N.	Molteno, Cornets' Kop, A 3.	March.
De Kock, D. J.	Steynsburg, A 2.	Do.
Enslin, Miss A.	Middelburg, A 1.	...
Gant, C. S.	Albert, Burghersdorp, A 1.	December.
Glennie, Miss C. F.	Steynsburg, A 2.	April.
Greenway, Miss I.	Albert, Burghersdorp (Rly.) A 3.	June.
Hutchins, Miss M. G.	Albert, Burghersdorp (Rly.) A 3.	March.
Leonard, Miss H.	Colesberg, Naauwpoort Col. (Rly.) A 3.	September.
Malan, G. S.	Hanover, A 2.	June.
Pirie, Miss K.	Albert, Venterstad, A 2.	December.
Poole, Miss A. E.	Middelburg, Rosmead (Rly.) A 3.	Do.
Richardson, Miss S. E.	Molteno, A 2.	Do.
Scott, A., B.A.	Colesberg, A 1.	Do.
Smith, R. B.	Colesberg, Naauwpoort (Rly.) A 2.	Do.
Struthers, Miss M. S.	Colesberg, Naauwpoort (Rly.) A 2.	Do.
Theron, D. K.	Middelburg, A 1.	July.
Thomson, C., M.A.	Molteno, A 2.	September.
Truby, Miss A. S.	Middelburg, A 1.	February.
Wilson, Mrs. J.	Colesberg, A 1.	December.
Zingitwa, B.	Colesberg (Wes.) B.	Do.

NAME.	SCHOOL.	MONTH WHEN DUE.
INSPECTOR THERON'S CIRCUIT.		
Baalie, F. J.	Caledon, Genadendal (Mor.) B.	December.
Beyers, Mrs. D.	Bredasdorp, Nachtwacht, Poor	Do.
Cruden, F.	Stellenbosch, Boys' High School, A 1.	February.
De Kock, Miss M. J. G.	Caledon, Zandfontein, A 3.	June.
De Villiers, Miss A. E. H.	Stellenbosch, Rhenish, Girls' A 1.	May.
De Villiers, S. J.	Stellenbosch, Somerset Strand, A 2.	September.
Geldenhays, Miss E. S.	Caledon, A 1.	Do.
Hofmeyr, W. H., B.A.	Stellenbosch, Boys' High School, A 1.	June.
Immelman, S. A.	Stellenbosch, Somerset West, A 1.	December.
Jackson, Mrs. H.	Caledon, Houw Hoek (E. C.) B.	Do.
Joubert, Miss L. J.	Stellenbosch, Bloemhof Girls' High School, A 1.	June.
Joubert, Miss J. E.	Stellenbosch, Kuil's River, A 3.	March.
Juffernbruch, C.	Stellenbosch (Rhen.) B.	December.
Juffernbruch, Miss J. G.	Stellenbosch (Rhen.) B.	Do.
Kleinschmidt, W. G.	Caledon, A 1.	September.
Krige, J. D.	Stellenbosch, Boys' High School, A 1.	December.
Le Roux, Miss M. S.	Stellenbosch, Bloemhof Girls' High School, A 1.	March.
MacGillivray, Miss M.	Stellenbosch, Bloemhof Girls' High School, A 1.	June.
McKay, Miss E., B.A.	Stellenbosch, Rhenish, Girls' A 1.	December.
Malan, Miss M. J.	Stellenbosch, Somerset West, A 1.	Do.
Neethling, Miss M.	Caledon, Hermanus, A 3.	April.
Nelson, A. C.	Stellenbosch, Somerset West, A 1.	September.
Nowers, Mrs. E. L.	Bredasdorp (E. C.) B.	June.
Page, C. F.	Stellenbosch, Boys' High School, A 1.	Do.
Pauw, J. C.	Stellenbosch, Boys' High School, A 1.	September.
Pool, Miss F.	Stellenbosch (Rhen.) B.	March.
Rasmus, R. D.	Bredasdorp, Elim (Mor.) B.	December.
Sampson, D. J.	Stellenbosch, Somerset Strand (Wes.) B.	July.
Schaefer, J. D.	Stellenbosch, Somerset West (Wes.) B.	June.
Scheuble, Miss F. C.	Caledon (D.R.C.) B.	December.
Scheuble, Miss M. B.	Caledon, A 1.	March.
Schröder, Miss L.	Stellenbosch, Rhenish, Girls' A 1.	June.
Simons, J. J.	Caledon, Greyton (E.C.) B.	September.
Solms, Miss U.	Caledon, Greyton, A 3.	December.
Stegmann, Mrs. L.	Stellenbosch, Bloemhof Girls' High School, A 1.	June.
Truter, A. B.	Bredasdorp, Napier, A 2.	December.
Van Dyk, Miss S. E.	Bredasdorp, Elandsdrift, A 3.	March.
Von Held, Miss T.	Stellenbosch, Rhenish Girls' A 1.	...
Wilson, Miss A. G.	Stellenbosch, Bloemhof Girls' High School, A 1.	December.
Wium, Miss J. H.	Stellenbosch, Vlaggeberg, A 3.	June.
INSPECTOR TOOKE'S CIRCUIT.		
Atkinson, C. G. W.	Umtata, A 1.	March.
Bain, A., M.A.	Umtata, A 1.	Do.
Clinton, Miss A. M.	Umtata, Roodeheuvel, Poor.	June.
Gilmore, Miss L. M.	Umtata, A 1.	Do.
Hill, A. E.	Umtata (E.C.) C 1.	December.
Mabandla, Miss J.	Tsolo, Somerville (Pres.) C.	June.
Maku, D.	Umtata, Neise (U.F.C.) C.	Do.
Mbebe, E. S.	Umtata (E.C.) C.	February.
Mbewu, J.	Mqanduli, Xorana (S.A.G.M.), C.	...
Noah, D.	Ngqeleni, Buntingville (Wes.), C.	March.
Soyizwapi, T.	Tsolo, Mqokolweni (Pres.) C.	September.
Toni, B.	Ngqeleni, Buntingville (Wes.) C.	December.
Tshiki, W.	Umtata, Mpeko (U.F.C.) C.	March.
Twara, A. G.	Umtata, Springvale (E.C.) C.	...

NAME.	SCHOOL.	MONTH WHEN DUE.
INSPECTOR WATERMEYER'S CIRCUIT.		
Anderson, Miss A. K.	Riversdale (E. C.) B.	December.
Du Preez, Miss M.	Riversdale, Windsor, Poor.	Do.
Greathead, Miss E. B.	Swellendam, A 1.	January.
Hall, Miss J. M.	Swellendam, Heidelberg, A 2.	June.
Haarhoff, J. J.	Ladismith, Buffelskloof, A 3.	December.
Heese, C. H. T.	Ladismith, A 1.	June.
Heese, Miss F.	Riversdale (Berl.) B.	October.
Heese, Miss E. E.	Riversdale, Girls' A 1.	December.
Helm, Miss A. C.	Swellendam, Zuurbraak (D.R.C.) B.	Do.
Helm, Miss J. W.	Swellendam, Zuurbraak, A 3.	July.
Kannemeyer, P.	Riversdale, Melkhoutfontein (E.C.) B.	April.
Kriegler, Miss S. M.	Ladismith, Buffelsvlei, Poor.	December.
Newton, Mrs. M. N.	Heidelberg (Ind.) B.	August.
Prozesky, Rev. C.	Ladismith, Amalienstein (Berl.) B.	June.
Siebert, Miss M. J.	Swellendam, A 1.	Do.
Smith, Miss H. R.	Ladismith, Adamskraal, A 3.	December.
Steyn, Miss S. D.	Swellendam, Tradouw, P.F.	March.
Theunissen, P. H.	Swellendam, Barrydale, A 3.	September.
Van Zyl, A. F.	Swellendam, Kliphoopte, A 3.	...
Weeber, Miss M.	Riversdale, Girls' A 1.	May.
Wilson, J. V.	Riversdale, Boys' A 1.	June.
INSPECTOR YOUNG'S CIRCUIT.		
Alexia, Sister M.	East London East, Boys' (R.C.) A 3.	December.
Benedict, Sister M.	East London East, Quigney (R.C.) A 3.	Do.
Brown, Mrs. A. D.	Cathcart, Woodburn, A 3.	Do.
Cassiana, Sister M.	Stutterheim, Keilands (R.C.) B.	June.
Christopher, R. M.	East London, College Street, A 2.	September.
Coleman, Miss R. M.	East London, College Street, A 2.	December.
Cudmore, Miss B.	East London West, A 1.	...
Davidson, J. T.	Komgha, A 1.	February.
Dwashu, H. D.	East London, Hottentot (Pres.) B.	December.
Featherstone, Miss E.	Stutterheim, Kubusi (Rly.) A 3.	March.
Forman, W. J., B.A.	Cathcart, A 1.	December.
Garvin, M., B.Sc.	East London, Cambridge, A 2.	June.
Green, Miss M. C.	East London East, Girls' A 1.	Do.
Hornabrook, Miss E.	Cathcart, Hilton, A 2.	December.
Hunter, Miss A. M.	East London East, Girls' A 1.	September.
Jackson, W. M.	East London West, A 1.	December.
Johl, T.	East London, Potsdam, A 3.	Do.
Irving, J. E.	Cathcart, Hilton, A 2.	June.
Lunn, Miss J.	East London West, A 1.	March.
Mackay, Miss A.	East London East, Girls' A 1.	June.
Metcalf, H. D.	East London East, Boys' High School, A 1.	December.
Mtombeni, J.	Cathcart, Goshen (Mor.) B.	June.
Munscheid, Miss E. G.	East London, Girls' A 1.	December.
Nangu, J.	East London East, (Wes.) B.	June.
Pearce, Miss T. E.	East London East Girls' A 1.	Do.
Peter, Sister M.	East London East, Girls' (R.C.) A 3.	March.
Philippa, Sister M.	East London East, Girls' (R.C.) A 3.	December.
Preston, W.	East London East, College Street, A 2.	Do.
Webb, Miss A. E.	Stutterheim, Bolo, A 2.	June.